

FEBRUARY 1951 20c

SCHOOL AND COLLEGE MANAGEMENT

Featuring Building, Maintenance, Equipment and Supplies, Food Service, Audio-Visual and Teaching Aids

LARGELY CONCERNED WITH SCHOOL AND COLLEGE ADMINISTRATORS



DON'T MISS THESE FEATURES:

ROUTING SLIP When you are through with this issue, please pass it along to others who will be interested.

_____	_____
_____	_____
_____	_____

WHAT WILL THE WAR DO TO SCHOOL BUILDING PROGRAMS?

We face great difficulties but we must not let anything
interfere any more than is absolutely necessary



Mr. Caudill is a research architect, Texas Engineering Experiment Station, College Station, Texas, and a member of the firm of Caudill, Rowlett and Scott, architects.

By **WILLIAM W. CAUDILL, A.I.A.**
Guest Educational Commentator

UNPLEASANT as this burning question and its answer are, they can hardly be avoided. At least we haven't been able to avoid them. At the time the Reds invaded South Korea my associates and I were responsible for having induced several communities to adopt long-range programs, and were corresponding with some others. Since that time we have been asked this question by a number of disturbed planners who need some kind of qualified realistic answer.

We don't pretend to be prophets, and we are admittedly no experts on foreign affairs, but we have tried to give them as realistic and as honest an answer as we can.

We don't hesitate to admit that the present situation looks bad for building programs. Material costs have skyrocketed and we feel sure that union wages will soon do the same. During the last war some of our flag-waving citizens demonstrated quite clearly that their first god was avarice; we seen no reason to expect anything different now. Some materials are already hard to get. And the general feeling of unrest in the country, the calling of men into the armed forces, and the natural conservatism of most of our people all combine to make the planners' jobs in their own communities doubly hard for them.

Nor are we any more optimistic about the future. We do not believe that the struggle in Korea is a minor episode that will subside and allow us to return to other interests. We think that the Korean war is only the first of a long series of such actions that might last as long as 30 years provided that they do not culminate in a full-scale war with Russia before then.

If we are even half right, the effect upon school building programs will be even more disheartening than are present conditions. Some materials will disappear from the market entirely. Others will be increasingly hard to get and increasingly higher priced. We might have a new OPA, but if we do it won't work any better than the last one did, and for the same basic reason; those of our people who are dishonest and are interested only in their own personal advantages simply will not support a law asking them to be honest and to give some consideration to someone else.

We'll have fewer and less-competent workers, and we'll pay them more money for doing less work per hour. Those increasingly concerned over their own personal problems and more at sea in a world of uncertainty are going to find it even harder to resist the urge to extemporize. Any kind of rational long-range program will find it harder and harder to exist. The planners themselves will be tempted to give up in the face of shortages, delays, mistakes, higher costs, public disinterest, and their own wavering faith.

This is the whole dismal picture as we see it. Our outlook, we think, is as realistic and as gloomy as anyone's, but we do not recommend that anyone drop a school building program. We take this stand because we believe that the final answer to what the war will do to school building programs must be determined by the answer to another question: What can we afford to allow (Turn to page 10)

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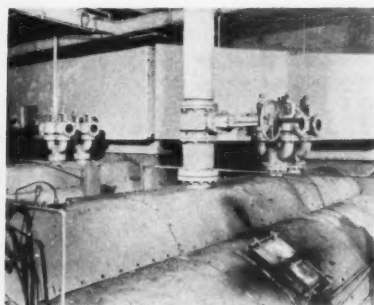
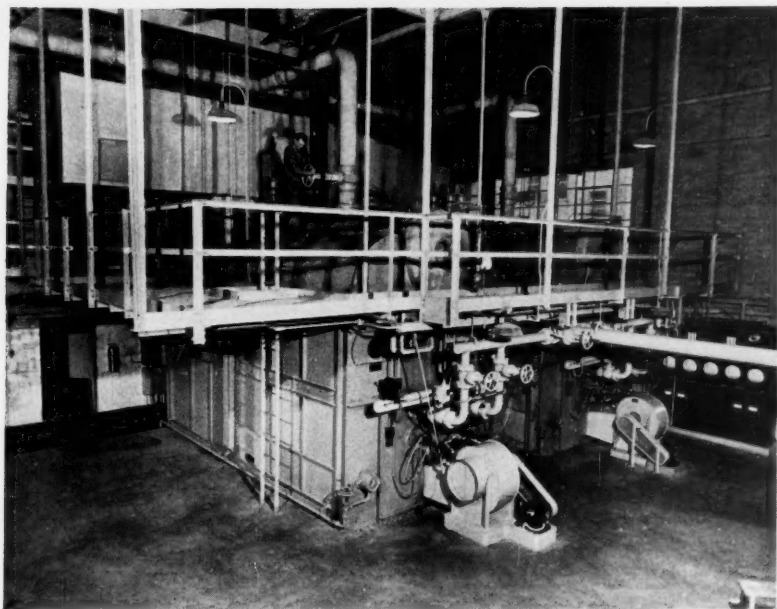
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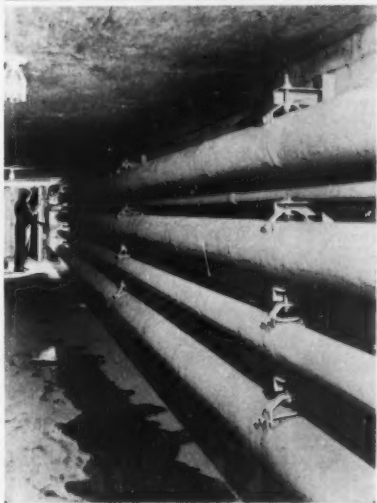
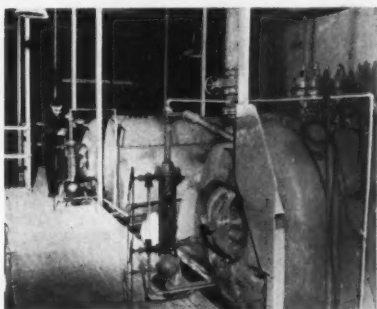
It is understood that all articles are submitted on an exclusive basis.

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Large photograph shows a general view in the boiler house. Above photo shows breaching at top rear of boilers, insulated with 85 percent magnesia blocks, and finished with wire-reinforced hard finish asbestos cement. The cement serves to protect the insulation and to improve appearance of the installation. When insulation was applied, the blocks were wired to a layer of ribbed metal lath, secured to the breaching surface. Below—close-up of insulated drum heads at top of boilers. . . . *Sichles Photo Service*



These insulated hot water lines are in tunnel leading from heating plant to the school building. A canvas jacket protects the insulation and makes a neat-looking installation.

HEAT INSULATION FOR EUCLID HIGH WILL PAY FOR ITSELF IN TWO YEARS

By FRANK B. MILLS

Business Manager, Euclid, Ohio, Public Schools

IMPORTANT factor in the efficient and economical operation of the heating system at the new Euclid Senior High School in Euclid, Ohio, is its well-engineered heat insulation. Insulating methods and materials were selected so that high insulating value with minimum maintenance expense would be obtained for the projected life of the school.

Insulation is essential, of course, to permit transmission of hot water with little drop in temperature to areas in the building far removed from the heating plant; to keep fuel costs at a minimum; to keep temperature of insulated surfaces of piping and equipment down to a safe level in the event of possible contact; and to reduce escape of heat from boiler room equipment so that the room air will be kept at a tolerable temperature for the engineer or the custodian who is doing his work there.

Heat must be supplied to a three-floor, E-shaped structure containing some 185,000 square feet of floor space. This is divided into four wings comprising a main building with cafeteria, general offices, classrooms, and library; a 1,762-seat auditorium; gymnasium; and a swimming pool together with dressing rooms.

The heating plant consists of two 250-hp boilers which can be fired with oil, gas, or coal, depending upon the fuel situation. Heat is distributed by a hot water enclosed system with 212 convectors and 67 classroom heaters.

The insulating material used was 85 percent magnesia, which consists of at least 85 percent magnesium carbonate, with asbestos fiber which acts as a binding and reinforcing agent.

We selected this material for the following three reasons:

Its long life will avoid our having to re-insulate during the anticipated life of the building. This is a major factor in view of present labor costs, particularly where re-insulating of concealed pipings would require wall demolition.

Its structural strength will resist minor shock and abrasive action since exposed risers in halls and rooms are subject to possible abuse by students.

It is a solid material which will not offer breeding place for vermin around warm pipes and equipment in the school cafeteria, rest rooms, and other areas involving sanitary considerations.

Insulation thicknesses are generally based upon the objectives of the installation—delivery of steam or hot water at a desired temperature, fuel savings, and similar functions. We considered such factors as temperature of operation, cost of heat production, hours of operation, and amount of heat loss from insulated and uninsulated surfaces. Thicknesses of insulation specified for piping ranged from $\frac{7}{8}$ to $1\frac{1}{2}$ inches depending upon pipe size. For other equipment, the thickness specified was 2 inches.

When a 3-inch line at 170 degrees F. is insulated with 85 percent magnesia 1-1/32 inch thick, there is said to be 82 percent less heat lost than when no insulation is used to protect the line.

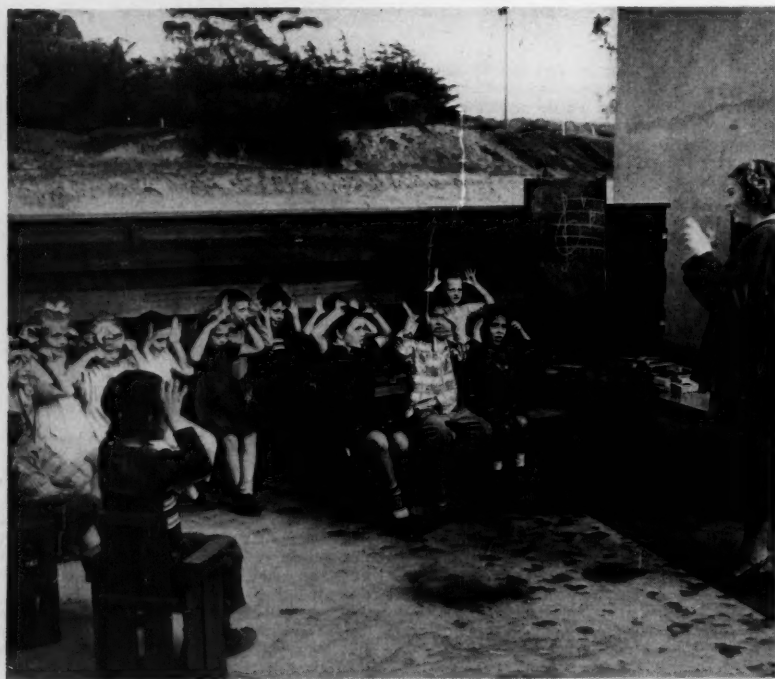
So we estimate that within two years the insulation will save in heat the dollars-and-cents equivalent of the cost of insulating the line.



Classes enjoy folk dancing in the school patio and plays given in multipurpose room which doubles as an auditorium



CALIFORNIANS EXTEND SCHOOL



CALIFORNIANS, known for informality of dress and living modes, are extending the scope of children's daily school activities beyond the four walls of the classroom.

The Del Mar Elementary School is but one example of this. In this Southern California school, local educators, community leaders, the architect, and the State Division of School Planning provided outdoor classroom space adjoining regular classrooms and equal to it.

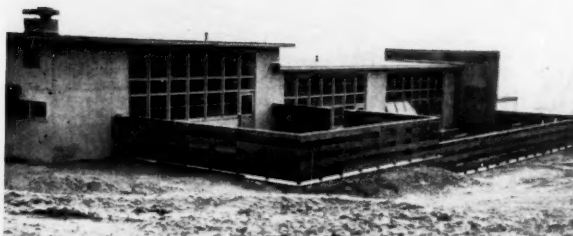
For the 150 children enrolled at present it means, in effect, double the regular classroom space. When the mild California climate permits it, outdoor space is used in the following ways:

1. For folk dancing and similar play activities.
2. For painting murals.
3. For social studies when classes are divided into committees. Some meet indoors, some outdoors, accomplishing their purpose with the least outside interference.
4. For study periods by some children who find it difficult to concentrate under conditions of normal classroom activity.

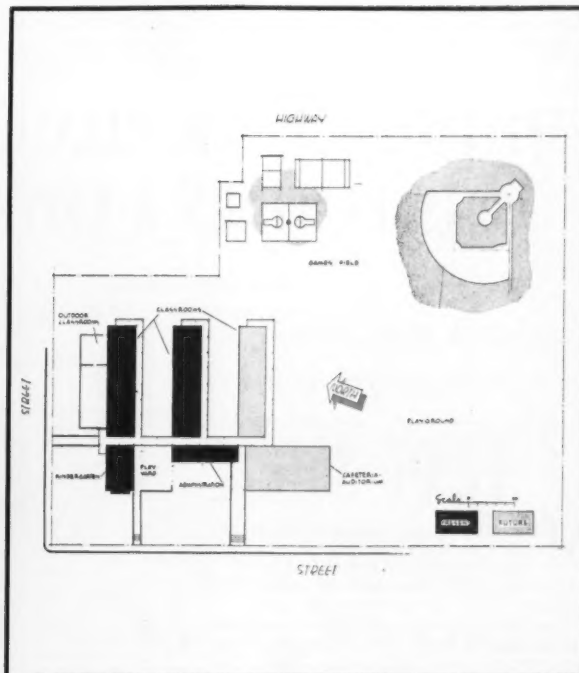
Mrs. Ruth G. Niemann, principal at Del Mar, says, "In good weather we use the outdoor classroom much of the time."

Twelve years ago, Del Mar's old two-room school had an enrollment of 40 ranging from kindergarten to seventh and eighth grades. Since that time population growth and consolidation with Soledad, a small nearby district,

School is definitely designed for indoor-outdoor learning



First section of the school provides three rooms with equal outdoor space for play, study, craft work, and for clay modeling, too



ACTIVITIES BEYOND FOUR WALLS

boosted enrollment to 150, excluding seventh and eighth grades.

So the community sold the old school for \$24,000. A five-acre sloping site bordering the Pacific Ocean was bought for \$10,000. To prepare plans for the new school to house the enlarged student body the local school board engaged Architect Walter C. See.

Financed by a \$4,000 federal grant, over-all plans were completed for the school plant. These plans, taking future growth into consideration, provide nine classrooms, a separate kindergarten, an administration building, and a community auditorium.

To take care of immediate needs, construction was started in May, 1947. By December, 1947, the first "finger" or unit was completed and occupied. This unit, built at a cost of \$57,000, contains three classrooms each 30 x 32 feet in size. Because of the sloping site, the classrooms are on two levels.

For an additional \$3,000 the outdoor classrooms, adjoining their indoor likenesses, were built on the north side of the structure. They consist of cement slab floors and redwood fencing.

A portion of the second "finger" was finished in time for the start of the 1948-49 school term. This multipurpose room consists of two classrooms opened into one, and was built at a cost of \$24,500. The balance of the second "finger" was scheduled for completion last month. It includes a 30 x 32-foot classroom, and a utility room 9½ x 30 feet.

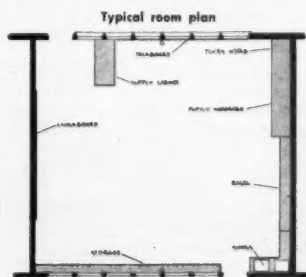
The multipurpose room serves first as a classroom for fifth and sixth grade children.

In good weather the outdoor classrooms of the Del Mar Elementary School are much enjoyed

By JOSEPH BAER

A temporary stage built at the west end of the room permits its use by school and community as a temporary auditorium. Currently this is the only available public meeting place in Del Mar. And it is used by PTA, church, chamber of commerce, scout, and other community groups.

Taking advantage of the new stage, the PTA recently presented a play in the temporary auditorium. Children who bring their lunches also use the room during lunch hours.



Another community use of the new school was during the annual Del Mar Fiesta. When the celebration is staged in summer, outdoor classrooms are used for dancing.

The two units are built parallel to each other finger fashion, 30 feet apart. This leaves room for the outdoor classrooms for the second unit. The units are connected by a covered exterior corridor.

Each unit has a boys' and girls' toilet plus a janitor's closet at the east end of the building which faces the school playground. At the other end is a heater room and utility or storage room.

Buildings are wood frame with stucco exterior and plaster interior. The roof is framed on steel beams which span the 30-foot width. The steel beams support wood crossbeams. Floors are asphalt tile on concrete slab poured directly on earth. Acoustic tile ceiling throughout helps keep noise to a minimum.

Each classroom contains a built-in easel 12 feet wide and 4 feet high. A metal trough on the bottom catches surplus paint when children use it for water-color painting. A cabinet underneath each easel provides excellent storage space.

Another novel feature is a (Turn to page 11)

SPECIALIZED PUBLIC RELATIONS FOR COLLEGES WITHIN A UNIVERSITY

By VERN W. PALEN

Bureau of Public Information, New York University

Editor's note—Though this article deals with the public relations organization of an engineering school the same principles apply to the other specialized schools of any university.

MOST large universities have well-established publicity departments, some of them 25 years old. Generally, news for all colleges comprising the university is gathered and disseminated by one centralized group.

New York University has this kind of setup. The Bureau of Public Information plans and supervises all phases of publicity. This group was made up entirely of expert journalists until two years ago. At that time a graduate engineer, experienced in technical publicity, was engaged to cover the College of Engineering. This situation may not be unique in university circles, but our experience with the setup may be of some interest and value to other public relations people who work in specialized college fields.

The College of Engineering is large in its own right, having upwards of 1,700 day students plus 1,350 who attend undergraduate evening classes and 700 who are enrolled in the graduate division. There is also a research division that now tabulates industrial and government projects worth about three million dollars. So the publicity task for engineering is sufficient to keep one man well occupied.

At the outset, the public relations problem of New York University College of Engineering was analyzed as should be that problem in any specialized college. It became quite clear that there are five major segments of the public toward which we should direct our efforts—the general public, industry and business, the alumni, students, and the faculty and non-teaching staff.

The greatest amount of public relations effort is needed to influence the general public, and the least to influence the faculty and non-teaching staff.

We have found it is well to direct our attention toward industry and business, too. Here is an audience that is reached through the professional and trade press, with publications numbering nearly 2,000 and channeled into 300 specific fields of technical interest. This group, because it depends for its very existence on engineering know-how, is interested in all of our publicity stories, day in and day out. So, we decided to aim the bulk of our public relations effort at this group because in so doing we would hit the target more precisely and with greater frequency and effect. (The public relations man in other educational fields will, of course, analyze the professional and trade press to select those magazines whose readers will be most interested in the stories of his field.)

To expedite proper and careful selection of trade publications for each release mailing, the

IMMEDIATE
File No. 8-429
NEW LITERATURE

SUBJECT: New Folder on Quality Control

A new 6-page folder titled "Statistics Can Change A Job Classification" is available from New York University College of Engineering.

This material was prepared by R. A. McCrumb, Jr., Assistant Professor, Department of Administrative Engineering, and is illustrated with charts, graphs and tables.

The new folder discusses consumer attitude on quality, organizing a successful department, applying the statistical approach, specifications, raw material, gages and gaging methods, actual floor production, final inspection, and customer complaints.

Copies of the new folder may be obtained from V. W. Palen, Bureau of Public Information, New York University College of Engineering, New York 25, N. Y. Enclose 10¢ per copy to defray cost of handling and mailing.

NOTE TO EDITOR: Copy of the new folder is attached for your file.

list was screened and broken into 300 groups such as: aeronautics, electronics, machinery, metal, and railroads. Each group in the master address file was given a key number. Next, a one-page check list was made on which the group names appear together with key designations and a number telling the number of magazines in each category.

The master address file is kept at the central office of the bureau of public information where all mailing operations are handled. With this machinery established, the publicist at the College of Engineering sends his stories along to headquarters together with a copy of the check list, properly marked to suit the particular situation.

Someone once said that a good public relations program depends on two things: Do a good job; and let everyone know you are doing it. To be recognized as a leader in any field today, you've got to do more good jobs than your competitor. The same rule holds for educational institutions. You can't just sit back and let things take care of themselves. If you do, you're courting disaster.

When a person desires to cultivate the friendship of another, he pays particular attention to that individual. For the engineering college the business and industrial audiences are of prime importance—thus, it is vital to pay them much attention. Here are some of the things that can be done:

1. Write and publish trade press articles.
2. Hold symposiums seeking solutions for industrial problems.
3. Hold conferences with industry on curricula.



One of the best sources of technical literature is the reprinting of articles which the public relations department places in trade magazines. Left—typical press release

4. Have staff members make personal visits to nearby plants.

5. Provide useful literature for industry.

6. Invite industry in to see the college research projects.

These are but a few methods that can be employed to get industry's eye pointed in the desired direction. And the more personal the approach, the better. Point 4 in the above list will surely pay off in handsome dividends. Such plant visits may get some graduate a job, may uncover a research problem that the college can solve, or may bring in an endowment. One personal contact is worth 10 letters written to plant officials. Personal contact methods require greater effort, of course—but the results are worth it. And don't devote too much effort to the big companies; the medium-size industries will respond to your attention, too.

You will find the college staff alert to the need for writing and publishing papers in the scientific journals, but you may find it tough to sell them the idea of producing practical how-to-do articles for the trade press. To overcome this, find one individual or department that is willing to cooperate. Get the first story in print, show it around, and usually others will soon begin to follow suit.

One of the best sources of technical literature is through reprinting the articles which you place in the trade magazines. Actually, stories of this type furnish triple-action publicity. First, the article is published. Second, the story is reprinted and is announced as available literature in several publications. Third, in response to the requests that come in, the copies are distributed far and wide to people who

will appreciate them. They will be reminded of the source every time they use the material for reference.

The urgent need for scientific know-how in the early days of World War II brought about an unprecedented expansion of research at all institutions of higher learning. Today we find this activity being continued on an ever increasing scale. Such research is an excellent source of publicity material, readily accepted by the trade press and frequently suitable for newspapers and general circulation magazines.

All of this discussion has centered chiefly on getting the college message through to a special industrial and business audience. However, it may be well to discuss other audiences very briefly. Theoretically, loyalty of alumni, students, and faculty is on a high plane. Thus, one might think it unnecessary to "sell" the college to these people on a continuing basis. Not to do so, however, is shortsighted policy indeed.

Personal Approach Is Needed

There may be an all-university alumni bulletin, there may be a student operated newspaper, and there may be certain regular communications that go to the faculty and nonteaching staff members. But in most cases, this is not enough. There is need for a more personal approach.

The all-university alumni bulletin has to cover so much ground that any one college or department gets very little space, and the recipient tires of trying to find the news in which he is interested. The answer to this problem is a bulletin for each college of a university. It should emanate from the college and should cater to the wants of this segment of the alumni almost exclusively. And if you don't do anything else for your alumni, give them a directory periodically. They will greatly appreciate knowing where their classmates are. That's publicity, too, and it is hard to beat.

Finally, there should be media for disseminating important information concerning specialized college activities to students and faculty. This may be nothing but an inexpensive mimeographed news letter, but whatever its form it should be issued regularly. The student newspaper will not serve this purpose adequately because some items that are important to college management may be entirely unsuited to the paper's format.

The average university student today finishes four to five years of classroom work without having the slightest notion of what goes on in other buildings on the campus. Is it not strange that open house is staged for the public, industry, and other segments of the business world, but rarely is the same courtesy extended to the undergraduate? Such a show should be put on annually—what better way could be devised with which to stimulate enthusiasm and high regard for the college among the campus population?

Public relations has entered a new era. Old ideas and procedures are being replaced with new ones, and soon educational institutions will be abreast of industry in the race to take fullest advantage of the new science which molds public opinion.

A COMPLETE account of the summer maintenance work in the Great Neck, N. Y., school systems was sent to parents via *Educationally Speaking*, an attractive four-page information sheet published by the school system. After reading it they should have a much better appreciation of the work done by the department of maintenance and operation.

PUBLIC school construction at the elementary and secondary level has been at the rate of \$75,000,000 a month, Willard Givens, executive secretary of the NEA, announced recently.

The estimated needs for critical materials for use in the manufacture of school and college equipment and supplies for the coming year are very modest when compared with the national production, says Mr. Givens. Steel production is now at the rate of 100 million

tons per year with anticipation of an annual rate of 110 million tons soon, yet the total steel needed for the production of educational equipment and supplies at all levels is estimated to be only 165,500 tons.

Before the war, schools were purchasing from 10,000 to 12,000 school busses annually. In 1942 only 300 were released for school purposes, and by 1945 they were able to obtain approximately 8,300. During 1947 and 1948 the demand

reached almost 20,000 busses per year.

Available information indicates a present demand of at least 15,000 busses per year. It is estimated that about 12,000 of the present demand are for replacement purposes and 3,000 are for expansion of transportation service. This expansion is due primarily to increased enrollments, to consolidation of attendance centers, to increased use of busses, and to initiation of services not previously available, states Mr. Givens.

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CHEVROLET MOTOR DIVISION, General Motors Corporation
DETROIT 2, MICHIGAN



SCHOOL BUS CHASSIS

199-INCH WHEELBASE SCHOOL BUS CHASSIS

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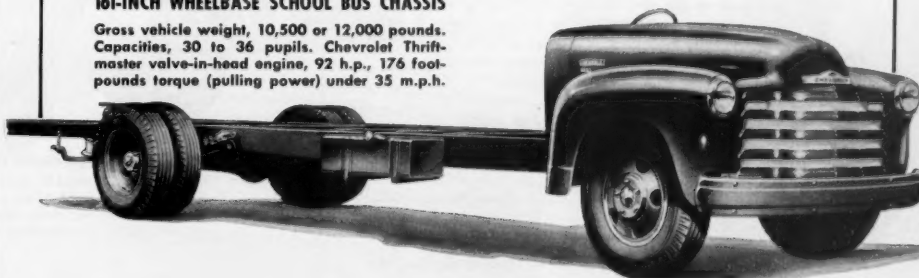
161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities, 30 to 36 pupils. Chevrolet Thriftmaster valve-in-head engine, 92 h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h.

governed speed. New Twin-Action rear brakes. New Dual-Shoe parking brake.

137-INCH JUNIOR SCHOOL BUS CHASSIS

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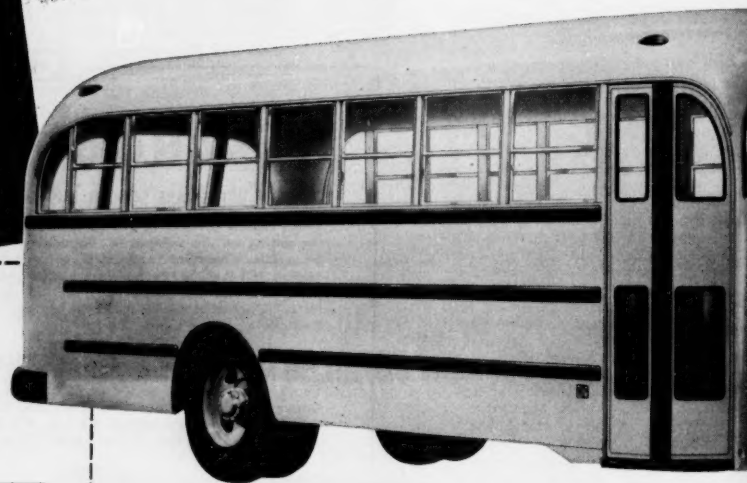
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Here, for the first time, smoothly rounded contours have replaced all squared corners and sharp angles—even eliminating the flat front end construction so typical of school buses.



1

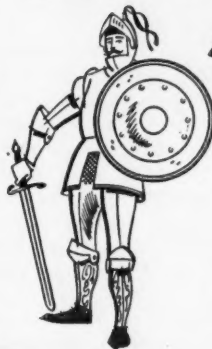
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Double Session Affects 38,000 in New York City

OVERCROWDING means that 38,000 New York City students have to attend school on a double session, a recent issue of The Public Education Association bulletin, *The Public and the Schools*, reveals. Of this number, 32,000 are elementary school children and 6,000 are high school pupils.

The report also states that the number of double sessions in grades one through

eight jumped from 289 in February, 1946, to 1,037 in September, 1950. Several schools operate three sessions. Under this arrangement, the first group arrives at 7:30 and the last students leave at 4.

The bulletin cited a study made in Alameda, California, which showed that pupils on shortened schedules lagged behind children attending normal classes. Not only do the children suffer in their

studies, but they also have no time for an activity program which is so important to their development, the association contends.

Among the contributory causes of multiple sessions, the report listed reduced expenditures for capital outlay and maintenance during the depression; stoppage of all non-defense construction during World War II; and difficulties in getting new school sites and financing adequate building programs.

For more facts use Inquiry Card. S&CM-286

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Blackboards can be cleaned without using water. Fasten a chamois around a board one inch thick, 18 inches long, four inches wide. Place a towel under the chamois for padding, and attach a small handle on the reverse side.

Place this cleaning device in the upper right corner of the board and rub it across the surface. At the end of the "run" wipe the chamois on the towel. Then place the chamois against the board again, and walk in the opposite direction. Three or four trips with the homemade chamois device will clean a blackboard in a remarkably short time. . . . *Julius Barbour*

Nine Kellogg Plan Interns

NINE doctoral candidates in educational administration at Teachers College, Columbia University, have been appointed assistants to school administrators in the metropolitan New York City area and the New York State Education Department in Albany.

The appointments mark the opening of the "internship" phase of the Teachers College cooperative project in educational administration, according to Professor Daniel R. Davies, project coordinator. The project, begun last August with a grant of \$450,000 from the Kellogg Foundation, is part of a national program designed to prepare better school administrators and improve the administration of schools. The Teachers College project covers Middle Atlantic states.

The internship program aims to provide a period of guided field experience in school administration for selected doctoral candidates in educational administration at the college. The first group of interns were formerly teachers, principals, supervisors.

They will serve for one or two semesters as members of the regular administrative staffs of the institutions to which they have been assigned. The interns will get firsthand experience in planning school budgets, building programs, and publications, in preparing curriculums, working with citizen advisory groups, and studying personnel and salary problems.

What Will the War Do To Building Programs?

(Continued from page 2)

the war to do these vital programs?

And the answer to that question is inescapable: We must allow the war to interfere with school building programs just as little as possible. This country has got to have more schools and better schools and have them as soon as possible, war or no war!

The real strength of this country is not measured by the size of the nation's budget for military expenditures or by the number of men in uniform, necessary as recent decisions concerning these were. It is and must always be measured by the relative ability of our school systems to produce a citizenry enlightened in the aims and ideals of democracy, steered in the faith necessary to make

these ideals a reality, and trained in the vast numbers of technological skills that our living standards depend on. This isn't as dramatic as a draft call or the news of an invasion, but it is far more important. Without schools capable of doing this we are doomed to fight in any war for a cause we have already lost by default at home. And the sad truth is that our schools right now simply cannot do the job.

Everyone knows that our schools are badly overcrowded and have been for several years. Not nearly enough of us know just how bad this situation is. A forecast of annual total enrollment in public and nonpublic schools combined, 1947-48 to 1959-60 published in the March, 1950, issue of *School Life* is a frightening eye opener. These figures indicate that our elementary school population will increase by about one million students next year and another million and a half the year after that. This increase is predicted to continue until in 1959-60, according to the Federal Security Agency, the increase in both elementary and high schools will come to 10,500,000 more students than we had in 1946-47! Ten and one-half million more students! That is equal to almost half of our total 1946-47 combined elementary and secondary school enrollment! It is also a figure almost as dangerous to us as the number of men in the Red army.

Deferral Is Cause

How did we manage to get into such a predicament? Well, even before the last war we were allowing ourselves to slip into it largely through indifference and lack of awareness, but conditions during the war did the most damage. In a statement on our overwhelming educational needs, Commissioner of Education Earl McGrath asserts that school building needs today are much greater than they were before the last war. He explains that "today's acute shortage of school facilities is due primarily to deferral of construction during the period from 1941 to 1945, to a shifting population during and since the war, to reconversion activities, and to the record numbers of children born during the same period who are now of school age."

If the last war played such an important role in creating our present dilemma, what do you suppose this one could do—if we let it?

We do not think we have underestimated the seriousness of our political and military position or the possible effects of that position on our domestic civilian lives. Nor do we think we have overestimated the seriousness of "our overwhelming educational needs." Being realistic about the war and its possible effects upon present and future school building programs, but being just as realistic about the importance of our schools and the need for building programs, we can find only one answer to our original question: The war will make school building programs extremely difficult to follow or even to keep alive, but to allow the war or anything else to interfere any more than is absolutely necessary with these building programs would be to commit national ideological and material suicide.

Extend School Activities Beyond Four Walls

(Continued from page 5)

deep enameled sink used by primary grades to store modeling clay. The sink's uses, however, are flexible. Upper classes use the sink for an aquarium. When not in use, the sink is covered with a flush board. Under the sink is a rack, or closet which holds 40 clay boards. This is part of the basic classroom structure.

Each classroom has a teacher's ward-

robe, and a larger one for students. In each room there is also a work sink with a bubbler for drinking. Since the sink is located near the door leading to outdoor classrooms, the bubbler is convenient regardless of whether children are working indoors or outdoors.

Windows reaching almost from the floor to the ceiling on the north side of the building, between the indoor-outdoor classrooms, furnish glare-free light. Bilateral lighting is supplied by clerestory

windows on the opposite side of building.

Outside, the buildings are painted buff with terra cotta trim. The natural redwood fence on the outdoor classrooms gives the buildings the appearance of a Southern California rambling ranch.

Also completed last month is a kindergarten 30 x 56 feet. Adjoining it is an asphalt playground 80 x 100 feet, fenced in with woven wire.

The administration building, very recently completed, houses offices for the

principal and nurse, and a general office. This building is 14 x 42 feet.

The school was financed partially from the sale of the old building and from a bond issue of \$55,000.

The entire community is proud of the new school. Speaking as a father of children in that school, as well as the president of the Del Mar School Board, Van A. Goodrich says: "That indoor-outdoor innovation is the best feature we could have provided."

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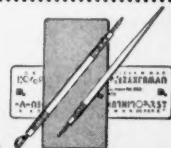
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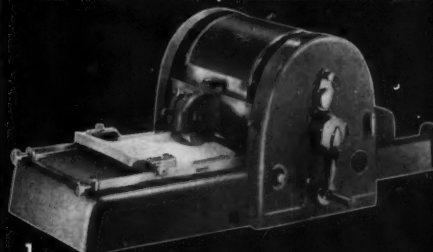
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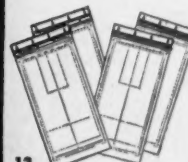
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Atlanta School Suit

THE suit filed last September by 200 Negro patrons of the public schools against the Atlanta school board was recently discussed by Dr. Benjamin E. Mays before a club in that city. According to Dr. Mays, the suit does not ask for mixed schools, but it represents the growing conviction among Negroes everywhere that there can be no equality under segregation.

"As long as this group trusts the peaceful ways of the federal courts we should be calm and wait with patience the decision of that court," said Dr. Mays. "We in Georgia will respect the decisions of the courts. Let us not confuse the issue. The question is not mixed schools, but can there be equality in segregation?"

According to estimates quoted by Dr. Mays, it would cost Georgia anywhere from \$100,000,000 to \$175,000,000 to

equalize the Negro schools. He questioned whether or not the state would be willing to spend this much money on that project. If the citizens of Georgia are not willing to be taxed for this purpose, what is the solution? How long will it take to bring the Negro schools up to the standard of the white schools? "We could improve Negro schools for half a century and not make them as good as the white schools," stated Dr. Mays.

For more facts use Inquiry Card. S&CM-5G

How the States Are Aiding Local School Districts

PROPOSALS to provide increased state financial assistance to schools for construction and other purposes, and to broaden the borrowing and taxing powers of local school districts, met mixed results in the states where presented at the last general election.

Approved

Georgia—an amendment authorizing county school boards to make loans and borrow money.

Missouri—an amendment returning school levy increase elections to the state's former method of approval by a simple majority. The latter had been sufficient to approve a school levy until the state constitution of 1945 substituted a two-thirds majority requirement.

Montana—a state constitutional amendment raising the limit of indebtedness by school districts for building purposes from 3 to 5 percent.

Oregon—a measure increasing the basic school support fund. It levies an annual property tax outside the 6 percent limitation in an amount that will produce \$30 a month per capita in addition to the levy previously authorized for \$50 per capita for children within the state between the ages of 4 and 20 years.

Also a credit proposal for higher education, to loan the state's credit and incur indebtedness not exceeding at any time three-fourths of 1 percent based on assessed property valuations. The purpose is to provide funds to redeem and refund outstanding revenue general obligation bonds issued to finance the cost of buildings for higher education and payment for sites and furnishings thereof.

South Carolina—an amendment to facilitate school district consolidations by abolishing a limit on size of districts.

Utah—an amendment placing general control of the state's public school system under an elected state education board and making the state superintendent of public instruction an appointive instead of elective official.

Virginia—a proposal to clarify lines of responsibility in school administration by allowing consolidated school districts to operate under a single board of education.

Washington—proposal for the "issuance and sale of state general obligation bonds up to \$40,000,000 for the purpose of furnishing funds for state assistance in providing school plant facilities."

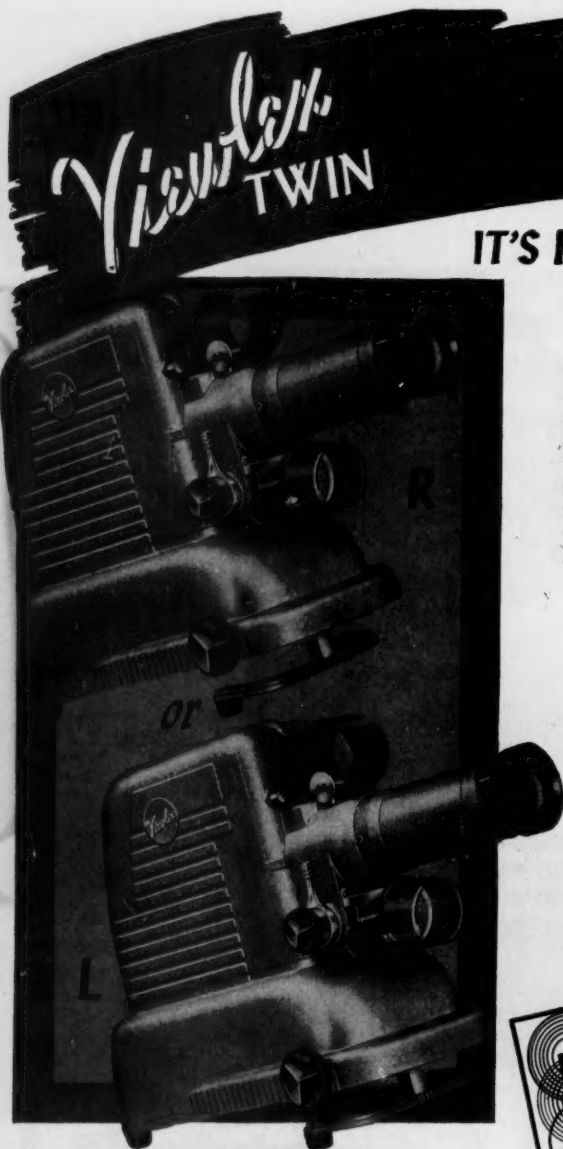
The bonds may be issued at any time prior to 1960, and will be funded over a period of 20 years from the date of issuance by revenue from the state's retail sales tax. The aid will be given to local school districts in varying amounts, from 25 to 75 percent of a building's cost, depending on the district's wealth per educational unit.

West Virginia—an amendment liberalizing restrictions on the issuance of bonds for school construction. Under the measure, a county could, by a 60 percent vote, exceed present constitutional levy limitations to service school bonds.

Disapproved

Arizona—a proposal to make mandatory a \$150 per capita appropriation for public schools. A proposal to make employees of the public school system ineligible for state board of education membership.

Arkansas—an amendment to give schools a prior claim on state revenues at the rate of \$72 monthly for each child of school age in the state.



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Louisiana—a proposed amendment to increase the limit on general ad valorem taxes by municipalities which maintain their own public schools, from 10 to 15 mills, without changing the present limits in New Orleans.

South Dakota—a proposed amendment which would have increased the debt limit of school districts from 5 to 10 percent of assessed valuations.

Washington—a proposed \$20,000,000 bond issue for buildings at the University of Washington, Washington State College, and three colleges of education. Also unofficially reported defeated was a proposal which would have given individual school districts authority to raise additional building funds locally and to authorize the districts to increase bonded indebtedness from 5 to 10 percent of the district's assessed valuation. . . . Source, *From the State Capitals*

New York's Newest College

BANK Street Schools, pioneers in modern educational methods, were recently granted full accreditation as a college with the right to confer the master of science degree in education, by the N. Y. State Board of Regents.

The Bank Street College of Education plans to expand its curriculum and research activities to encompass important new areas. It recently received a grant from the New York State Mental Hygiene Commission to continue its work of publishing teacher materials on mental health of children. Other planned projects will now be given needed financial support, and the knowledge gained and techniques developed by the college over a period of 30 years will be used to the fullest possible extent.

Activities of the college are manifold. They include: a department of studies and publications which conducts research in such problems as the parent-teacher-child relationship, and publishes works of timely interest to educators under the imprint, "69 Bank Street Publications"; operates a widely known nursery school; conducts evening courses for upwards of 300 public and private school teachers in the metropolitan area; operates a writers' laboratory which assists writers in preparation of children's books; and conducts a placement service for its graduates. The demand for these teachers has always exceeded the supply.

The college selects for its graduate teacher education program only students who are potential leaders, judged on the basis of personal stability, competence, and interest in service through teaching.

Has Mental Hygiene Approach

Special emphasis is placed on the mental hygiene approach to education as it affects both children and teachers. An outstanding feature is the intensive guidance given each student teacher.

One of the original concepts of teacher education, originated by Mrs. Lucy Sprague Mitchell, chairman of the college, is study of environment by first-hand experience through local trips to docks, train yards, food processing plants, and more extensive trips to coal and steel regions, farms, and the TVA. Students also visit neighborhood homes, courts, local officials, and other community leaders in an effort to understand community patterns and how they affect the child.

All students at the college spend three and a half days a week as teacher assistants in both public and private schools. The research department is now developing a scientific method of selecting persons best qualified for teaching. Convinced that intellectual competence is not the only prerequisite for successful teaching, the department is testing methods for selecting kinds of personalities best suited for this profession.

Colleges Face Serious Crisis

American liberal arts colleges and universities face the greatest crisis in their 300-year-old history. Dr. John R. Everett, president of Hollins College, warned recently in a speech before the annual southern regional meeting of the American College Public Relations Association.

As quoted in *The New York Times*, Dr. Everett declared that 750 colleges

are on the financial "sick list." Unless they receive immediate help, the mortality rate will be tragically high, he predicted.

If the nation permits the liberal arts colleges to go under, he said, we will lose our long-range objectives for peace, as well as the democratic way of life itself.

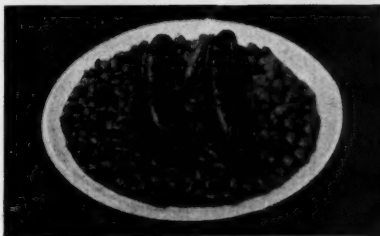
Instead of contracting its student population, which is now the case, it is essential that the United States double its

college enrollment at this time, Dr. Everett declared. Educators have estimated that because of the Korean situation and the impending draft increase, enrollment will drop as much as 40 percent within the next two years.

"That would be worse than tragic," said Dr. Everett. "... We need citizens who can grasp the significance of the issues confronting the nation—and that requires persons trained in the liberal arts."

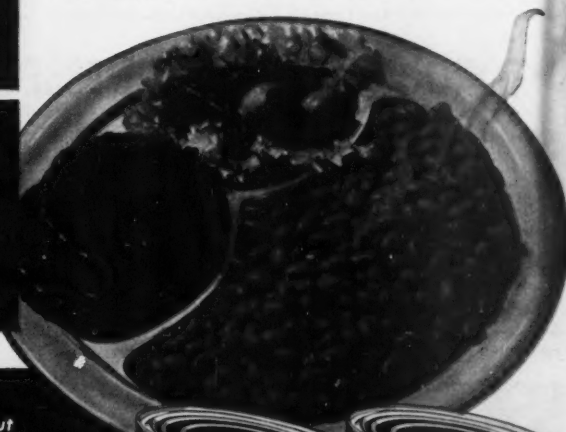
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ALTHOUGH most educators deem it vital to good citizenship, the study of geography is almost ignored in colleges. This was the startling conclusion drawn by Benjamin Fine in *The New York Times*, as a result of a *Times* survey of 298 liberal arts colleges and universities.

All but one of the 298 institutions agreed that every American citizen should have some knowledge of geography for intelligent citizenship, yet

fewer than 5 percent of the college students in this country are taking even one geography course this academic year. Only 2.2 percent of the graduate students are enrolled in geography courses. Remarks by the college presidents, deans, and other institutional spokesmen showed that college students are woefully ignorant of almost any phase of geography, and that geography is apparently the forgotten subject in the college curriculum, commented Mr. Fine.

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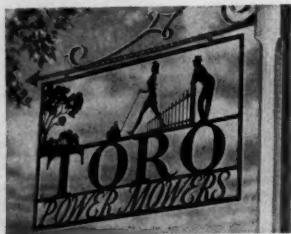
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ANNUAL AASA CONVENTION ATLANTIC CITY FEBRUARY 17-22

THE popularity of the 1950 architectural exhibit at the convention of the AASA created a demand for a similar exhibit at the 1951 convention, February 17-22. The thousands of school administrators who attend the largest education meeting of the year will be specially interested in these designs. Architects have been invited to submit exhibits of school buildings and more than 100 will be shown in Room B of the Municipal Auditorium.

Entries that are submitted by registered architects (not necessarily members of the A. I. A.) will depict public, private, and parochial school buildings, for any age groups below college level. These will be buildings erected or under contract for erection in the United States or its territories since January 1, 1946. Emphasis this year is on low-cost buildings and buildings designed particularly for rural communities.

Plans will meet nationally accepted minimum standards for site area, classroom size, and provision for essential activities (storage, custodial service, assembly, music, indoor recreation, hot lunch, administration and supervision, health examinations). The jury, composed of architects and administrators, will direct critical attention to architectural design merit and original contributions to improved school building design. It will consider the following:

- Adequacy for educational function.
- Grouping of instructional areas.
- Accessibility of facilities.
- Flexibility.
- Community use.
- Environmental controls: light, air, sound.
- Safety.
- Expandability.

The jury will select not more than 24 of the exhibits to receive seals of merit. Not more than four will be awarded in each of the six geographic divisions of the country.

All entries must be received by midnight February 12.

The AASA will employ an educational consultant experienced in school buildings who will be on hand during the entire period of the exhibition to answer questions and interpret aspects of the exhibit.

Harold E. Stassen, president of the University of Pennsylvania, will receive the American Education Award for 1951 presented by the Associated Exhibitors. This award has been accorded annually since 1928 in recognition of outstanding contribution in the broad field of education. Presentation will be made Wednesday evening, February 21. Also featured on the Wednesday evening program will be entertainment by Victor Borge and music by Guy Lombardo and his Royal Canadians.

Why are so many of the AASA conventions held in Atlantic City? Because it is the only city in the country with adequate facilities for a national meeting. The 1950 convention drew an attendance of 14,000 persons, used 6,408 hotel sleeping rooms and 99 meeting rooms, and overflowed the 100,000 square feet of exhibit space. Regional meetings will be held, though, in 1952.



Harold E. Stassen
Award Winner

Membership in the AASA has reached its all-time high—more than 7,500. New president, elected by mail ballot, to take office March 15, is Superintendent Kenneth E. Oberholtzer, Denver.

Exhibits will jam pack with interest 451 booths in the auditorium. Exhibit and registration hours are:

Saturday, February 17: 10 to 6.
Sunday, February 18: 10 to 6.
Monday, February 19: 8:30 to 6.

Tuesday, February 20: 8:30 to 6.
Wednesday, February 21: 8:30 to 5.
Thursday, February 22: 8:30 to noon.

President Warren White is arranging for 65 group discussions which will take place on as many important educational topics at 2:30 on Monday, Tuesday, and Wednesday, February 19, 20, 21, and at 10 A.M. on Thursday, February 22. Topics range from educational planning of school buildings to adult education, from finance to television, and from rural needs to dropouts.

Many allied organizations are planning to meet during the convention. They are the American Educational Research Association; the NEA Departments of Elementary School Principals, Rural Education, and Classroom Teachers; the National Council of Chief State School Officers; the Association for Childhood Education International and the National Association for Nursery Education, meeting jointly; the National Society for the Study of Education; the National Institutional Teacher Placement Association; and the National Society of College Teachers of Education.

Other groups that have scheduled meetings during the convention are the Educational Press Association of America, the National School Public Relations Association, National Council on Measurements Used in Education, National League of Teachers Associations, National Council on Teacher Retirement, National Conference on Research in English, National Conference on Educational Travel, National Council of Administrative Women in Education, Future Teachers of America, National Advisory Committee on the Education of Negroes, NEA Departments of Audio-Visual Instruction and Adult Education, American Association for Gifted Children, and International Council for the Improvement of Reading Instruction.

The National Citizens Commission for the Public Schools will conduct a workshop February 17-18, in connection with the AASA convention. Other pre-convention groups include the National School Boards Association, February 15-17; National Association of School Secretaries, February 16-18; American Association of Colleges for Teacher Education and affiliated groups, February 15-17; Aviation Education Conference, February 14-16; Kappa Delta Pi, February 15; Business-Industry Section of the National Science Teachers Association, February 17; United Business Education Association, February 16-17; the Superintendents of Schools in Major Cities, February 17; and the Superintendents of Schools in Cities with Population of 100,000 to 200,000, February 16-17.

Musings of a Placement Man

ONE of the top educational placement offices in the country is at Teachers College, Columbia University. In a little different form, this office began its operation with the founding of that college. Over the more than half century that has passed, this office has been responsible for the guidance and placement of thousands of men and women in teaching and school administrative positions.



Dr. Linden

Heading the T. C. placement office for the past 10 years is Arthur V. Linden, with the title of executive officer of field relations and placement. His ideas on placement are sound. He's learned a lot about the foibles of those seeking jobs and those having job openings.

Dr. Linden will speak at the AASA convention Thursday afternoon, February 21. His topic is "What the placement officer expects and what he gets from the superintendent of schools."

Every month Dr. Linden will write for SCHOOL AND COLLEGE MANAGEMENT a pithy paragraph or two from his experiences, which school administrators are sure to find helpful. We present the first of the series below.

WHY is it so difficult for us placement officers to get references that really mean something? Is it that we are not trusted to keep them confidential? Is it that employers fear that we will quote them to defend ourselves when we feel a candidate cannot be recommended?

Why should we find a statement such as this in the reference of a prospective administrator: "I can speak of him in only the highest terms. He is really a brilliant pianist."

References, after all, represent to one of your colleagues an approval or disapproval of a particular candidate. Many times these references are the only criteria by which a prospective candidate may be judged. If you are trying to unload a staff member, tell your placement man. But please don't make him the fall guy by writing things that you wouldn't swear to under oath.

You can trust your placement man. If he wanted to make a lot of money, he could long ago have gone into the black-mailing racket. He serves as a sort of father confessor for candidates who tell him about the iniquities of their employer. And for employers who tell him about the shortcomings of a particular candidate.

In the last analysis, a placement man is a peculiar creature. Don't comment to this placement man about that remark. Save your postage. A placement man is a combination of cynic, counselor, salesman, pseudo-psychiatrist, and professional person really interested in education.

Give him at least one break. Be honest with him!

NEW faculty members in South Orange-Maplewood, New Jersey, schools don't feel strange very long. Members of the teachers association take them on a complete tour of the town, and give them a packet which contains a town map, list of the town merchants, and a group of discount cards to be used when shopping.

A NEW publication that tries to bring difficult mathematical formulas within the scope of ninth grade abilities is now being issued to all junior, vocational, and academic high schools in New York City.

The result of three years' work and experimentation in 24 schools, "General Mathematics for the 9th Year" is described in the foreword by Superintendent of Schools William Jansen as "a further effort of the New York City

schools to adapt programs to the needs of pupils."

The new bulletin provides the teacher with a series of units from which he can select materials that will interest those pupils who cannot satisfactorily complete the work as it is generally organized. The emphasis is on concrete, practical problems.

For instance, chapter three on "The Formula" emphasizes the use of those formulas only that can be related to the

experiences of the student. An example for basketball players and fans is P equals F plus 2G. (P equals points, F equals foul points, G equals field goals.)

In this modified course of study, teachers are warned against using such words as "axiom" and "transposition" and are urged to teach the idea without insisting on the abstract label of the idea. The many games and puzzles which form an important segment of the pamphlet offer a rich source of interesting pupil activity.

For more facts use Inquiry Card. S&CM-8G

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FOOD SERVICE DEPARTMENT

MENU PATTERNS

New food and seasoning combinations, new recipes, will add great interest to the meals you serve



By MARY FARNAM
Editor, Food Service
Department, and
Director of School
Cafeterias, Cleve-
land Heights, Ohio

FOOD service in public schools and colleges has increased by leaps and bounds during the last few years. Present indications show that a further increase can be expected for several years to come.

Whether or not you are a student of vital statistics, the facts which will influence this food service are of importance. While most college enrollments are decreasing because the great postwar influx of G.I. sponsored students has lessened, thousands upon thousands of students will continue to go to college.

At the other end of the group, in the elementary schools, the enrollments are enormous since the wartime and postwar babies are now grade school age and more will be within the next four or five years. In five years the junior high schools will receive these millions of children, and in 8 to 10 years the high schools will be bulging again.

Although most school systems do not have lunchrooms in their grade schools, public demand is bringing pressure to bear upon boards of education to include lunchrooms in new schools and add them

to elementary schools already built. One reason for this trend is the change of the family mode of living. Most heads of the family now eat their noon meal away from home. Many mothers are away from home at noon, working for added income, doing volunteer work, or using the noontime hours for shopping or other business or pleasure. Transportation facilities and the distance from school to home have furthered the trend of having Johnny or Jane stay at school for lunch. Wise parents know, too, that Johnny can eat a better hot meal at school, and for less money, than can be prepared at home if all factors are honestly evaluated.

Menu planning is the real basis for successful school food service regardless of the age of the student. The menu can make or break food costs, can build or decrease the volume of business, and can influence the well-being of the student even though only a small portion of his total meals are eaten at school. And in most colleges where students eat three meals a day for three-fourths of the year, the food and the service play a big part.

The nutritional requirements for the special age group served must be used as the foundation in menu planning, and several other factors must be kept in mind.

1. **Sex.** Most nutritional food requirement charts are listed by various age groups. The requirements for girls and boys and for men and women differ.

Suggested February Weekly Menu For Junior and Senior High Schools					
	Monday	Tuesday	Wednesday	Thursday	Friday
Soup	Cream of Vegetable	Oyster stew, paprika garnish	ABC noodle	Corn chowder, chopped parsley garnish	Tomato bouillon
Meat	Roast beef	Meat loaf, veg. gravy	Chop suey on noodles	Liver & onions	Baked perch, tartar sauce
Meat Substitute	Macaroni timbales	Corn fritters, syrup	Cheese fondue, tomato sauce	Hot devilled eggs, cheese sauce	Tuna & noodle casserole
Potatoes	Oven browned	Whipped	Baked	Lyonnaise	Parsley
Vegetables	Green beans	Broccoli	Parsley shoe-string carrots	Scalloped tomatoes	Buttered beets & greens
Salads	Wilted lettuce	Perfection	Tossed	Mixed veg.	Carrot sticks, green onions
	Orange & grapefruit	Cinnamon apple & cot. cheese	Molded fruit	Pineapple nut cote slow	Mixed fruit
	Head lettuce	Head lettuce	Head lettuce	Head lettuce	Head lettuce
Cold Sandwich	Peanut butter and bacon	Sliced tomato	Tuna fish salad	Peach jam on w. wheat bread	Egg & olive
Hot Sandwich	Toasted cheese	Weiner	Hamburger	Meat loaf	Weiner
Desserts	Brownies	Angel food, chocolate icing	Frozen peach shortcake	Cherry pie	Rhubarb cobbler
	Lemon pudding	Whipped gelatin	Chocolate pudding	Apple sauce	Baked custard

Daily Special Lunch

Milk, bread and butter on all specials unless sandwich is included

Macaroni timbales	Cup soup	Main dish	Liver & onions	Cup of soup
Choice of small salad	Choice of small salad sandwich or dessert	Choice of small salad or ice cream	Small salad	Main dish
or dessert & milk			Apple sauce	Small salad
				Cookies

A combination salad and sandwich plate is served daily, as are fruit, tomato juice, milk, ice cream, cookies, butter, rolls, bread.

When the day's special is displayed first, it stimulates sales and appetites



A menu that girls will think is "out of this world" probably will not appeal to the men or boys and vice versa. If a special or plate lunch is part of your menu plan then different specials should be planned for each sex. The food preferences as well as the food needs of the two sexes are different.

2. **Volume of business.** The number to be served influences the menu in many ways: variety of items that can be served, preparation of the food, selling price, and type of service. Generally speaking, the greater the volume of business, the lower the selling price range.

3. **Gross sales and expenditures.** If the set expenses or the costs charged to your department are high it follows that your selling prices must likewise be high.

4. **Equipment available.** Your kitchen equipment definitely controls the type of menu that can be efficiently prepared. The serving counter and dining room equipment likewise controls the kind of a menu that can be served.

5. **Length and number of serving periods.** These two go hand in hand and are tied up with the number of serving counters and the amount of dining room space as well.

6. **Number and type of employees.**

Well-trained and well-supervised employees can serve a much more varied menu and to a larger group than can untrained employees or a staff that must depend on volunteers or student workers to supplement the regular employees.

7. **Season and location.** Seasonal foods are always the freshest, the best quality. Your section of the country also influences menu choices and planning.

8. **Purchasing practices.** This is an individual problem for which no general rule can be declared as each school system usually sets its pattern based on local factors.

9. **Storage facilities and delivery schedules.** These two factors are important. Besides affecting your menu planning they also influence the cost of your food and the price that must be charged.

10. **Recipes.** Good menus must be backed by good recipes. The yield, the portion, and the quality of the food should be the same each time. Any substitutions, for whatever reason, should be made carefully.

11. **Period of time for which menus are planned.** Some authorities consider an eight-day period a good one, especially if the food service is for three

meals a day, seven days a week. For a five-day week, noon-meal service menus should be planned for no less than a week and a four-week period is better. Such a plan allows for wider purchasing, greater facility in using leftovers, and an assurance that variety is built into the menu.

12. Time for writing menus. Good menus require careful planning based on intelligence, experience, and imagination. Schedule a regular time to plan them.

13. Texture, color, flavor, and temperature of food. These characteristics of the foods written into your menu make the difference between an excellent, tempting menu and an ordinary one. The menu planner should be able to visualize the appearance and mentally to taste the food combinations of any menu.

14. Combinations of food items. Certain foods go together naturally, but it is well to vary the combinations, too. For example, liver usually means "and bacon" but it could also be "and onions" or "and tomatoes."

15. Record of menus planned and menus as served. Such a record will, over a period of time, become increasingly valuable. This is especially true if the amount prepared and sold and any other factors which influence the choice of food is recorded.

16. The seven basic food groups. Keep this well-known chart at hand to be sure each group is included as recommended for good nutrition.

While you have read the above list, no doubt you have thought of other factors which should influence menu making when it is well done. Menu making is fun and a challenge. When it is done in a hurry, with little or no thought, the result is drab, unimaginative food combinations.

There are many ways of writing a menu. I prefer to first write in the meat and meat substitute dish for the week. Then add the vegetables, soup, hot bread, or hot sandwich. After the hot foods, write in the salads, cold sandwiches, cold juices, and all beverages, and lastly add the desserts. List as a reminder the standard items served every day, such as fruit, milk, tomato juice, and ice cream. Serve a daily "special lunch" instead of a "plate lunch." The items on the special can be regular sized portions from the regular menu but sold at a set price in a certain combination.

Try to give a choice of at least one item, for example the salad, sandwich, or dessert. This gives variety to the special lunch and takes away from the regimentation of a set special menu. On the first page of this article is a list of menu suggestions for junior and senior high schools for one week in February. From this menu you could select as simple or varied a menu as desired. For example, for an elementary school you might want only the soup, one main dish, one vegetable, one sandwich, and one dessert. The dessert would not necessarily be cake or pie. For the special plate serve half portions of the main dish at lower cost because the smaller children require less food.

A Cookie Adds Popularity

If you participate in the National School Lunch Program your state department of education will furnish suggested Type A and Type B menus to you. Although the school lunch menu requirements do not include dessert, it has been found that a cookie or some simple dessert adds to the popularity of the plate lunch.

February is a month of famous holidays—Valentine's Day, Lincoln's and Washington's birthdays. Although Lent begins this year on February seventh, a

festive note can be incorporated into the menus the week within which these days fall, if not on the actual day. Perhaps a better place to emphasize these holidays and their accompanying decorations is at any school supper or dinner.

No matter how carefully menus are planned or calculations made of amounts to prepare, there is bound to be unused food. Isn't the expression "food brought forward" superior to the trite word "leftovers"? Working these foods into

your already planned menu requires practice and experience. No food should be served the second time in exactly the same form as it was served the day before, but all food should be used.

Cooked and fresh food never get any fresher nor improve once they are prepared and placed on the serving counter. It requires imagination and ingenuity to remodel the food into another appetizing and attractive looking as well as good tasting food. Menus, even though planned,

should be flexible enough to permit changes as needed. Delayed deliveries, an unexpected decrease or increase in volume of business, pupil acceptance or non-purchase of certain items, absence of a key employee, and many other factors can easily cause menu changes. There seems to be no magic rule to follow in making them, but always make them carefully to assure nutritive values. Keep a record of all changes to assist in making the menu for the following period

For more facts use Inquiry Card, S&CM-96



The class that eats up art

They thought they were just having fun, but the first graders of Athens Agricultural Schools, Athens, Michigan, were really learning about nutrition and art—the **easy** way. It started with posters—simple posters created by the children to tell the whole story of the Basic 7 Food Groups. Next the children tried their hands at place mats, decorating them with bright borders of their own design. Then they cut out food pictures from magazines and mounted them with stand-up backs. From this assortment of food pictures, they could practice assembling on their place mats many an imaginary "good lunch."

Mrs. Margaret Sleeper, art teacher for all twelve grades in the Athens Schools, says, "There's no end to the opportunities to correlate art with nutrition study. It merely takes a suggestion, and pupils and teachers are off to a flying start with ideas contributed by all." For more news of what other teachers are doing to correlate nutrition with several subjects . . . for facts, ideas, plans, materials adaptable to any curriculum, write Education Section, Department of Public Services, General Mills, Minneapolis 1, Minnesota.

THINGS TO DO

in correlating art and nutrition at different grade levels:

- Make food models of clay or papier-mâché. Paint them.
- Decorate lunchroom with posters, new curtains. Paint and rearrange furniture.
- Provide table decorations for lunchroom.
- Make nutrition displays for corridors.



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School and College Menu Patterns

(Continued from page 17)

and thus avoid repetition which is poor food service practice.

Salesmanship can put your menus across. Stress foods because they taste good but not because they are good for anyone. A display of the food items on your special or plate lunch, on a tray at the beginning of the service counter, not only shows the special to the young-

sters at a glance but starts the eye-appeal and appetite-teasing psychology working. Good value is quickly recognized by the students of today. Occasionally list on the menu board the actual à la carte cost of the special and the amount saved by buying the special. With cooperation from your art department and your student council place an

attractive menu board in the halls or study rooms. List the daily menu and also the special or plate lunch. Art students can illustrate certain items on the menu and letter a short snappy buying recommendation.

Some schools have a committee of students, parents, teachers, and cafeteria staff to discuss menu suggestions and ideas.

Send a menu for the following week home with the student, though if changes

must be made this sometimes leads to unnecessary and unfair criticism of the school food service. Short articles on various phases of the school lunchroom operation can be written up by the students for publication in the school paper. Occasionally a newsworthy article written by the cafeteria manager or director can be published in the local paper. But the best plan of all is consistently to serve top quality food, well prepared, attractively displayed, and well served.

A good menu must furnish the essential nutrients, whet and satisfy the appetite, and have staying qualities that banish hunger until the next meal.

Here Come the Vegetables

In February we turn the corner on winter and the first call for Spring is sounded. The fruit and vegetable markets are beginning to bulge with tender green broccoli, fresh cabbage, new beets with tops good either raw or cooked for greens, and other favorite vegetables to inspire our menu making. Greens for salads are more abundant. Many more fruits start to come to market, such as rhubarb, avocados, oranges, grapefruit, and tangerines, to augment the modern stand-by of frozen-fresh and canned fruits.

The Lenten season puts the emphasis on eggs, cheese, and other meatless foods which are always favorites with children and adults alike if presented in tasty well-cooked dishes. Fish and poultry can be used on menus, while the standard pastes such as macaroni, noodles, and spaghetti are low in cost and good as main ingredients for a hearty dish.

Start a file of the different kinds of soup you serve, and along with this list the variations. List also various combinations of one or more soups that go well together. If you use garnishments on your soups, add these to your list. Make also a file of meats, meat combinations, meat substitutes, and other hot or main dishes you serve popularly. Make lists, too, of other main menu items for salads such as fruit, vegetables, and gelatin; hot and cold sandwiches, hot breads; and last, but not least, the desserts. Such lists make it easy to fill in gaps in your menu and to start your imagination working on new combinations. Be an experimenter and try different combinations. Any new menu item should be served and sold at least three times before you decide it will not sell or is not appealing to your customers.

Pep up your menu patterns by trying new food combinations, new combinations of seasonings, and new recipes. Be sure, however, that your menu is nutritious, substantial, satisfying, delicious, and yet economical. Your menu reflects your imagination and sets the pattern for your food service. Your employees like to be proud of the menu. Their work is easier when the food they prepare and serve brings compliments, so let them take the bows. You have had the fun of making the menus and meeting the challenge of making them tiptop.

Too often the PTA functions as a pink tea affair where the members assemble to be told by professional educators the facts of educational life concealed in highly abstract and abstruse terms. If the PTA is to be an effective agency of public relations it must come to grip with the grass roots problems that confront our schools. Members must be encouraged to speak their minds concerning what they want the schools to do and then be given the opportunity to share the responsibility with professional educators in achieving the needed improvements. . . . Paul Misner, superintendent of schools, Glencoe, Illinois, at ASBO convention

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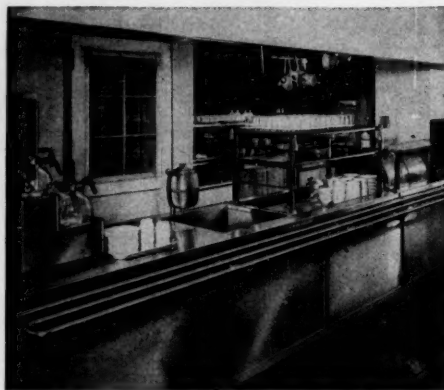
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Making Food Service Work Function Educationally

By MILDRED JONES
Manager, Women's Residence Halls
Michigan State College

COLLEGE food service can contribute appreciably to the total educational program.

Of course, there is the contribution to the health of the students by regular meals made up of the necessary nutritional constituents. There is the part food service plays in teaching students to form better food habits. There is the sense of well-being that comes after a good meal in pleasant surroundings that makes for a happy, well-adjusted student. These are indirect contributions.

As a direct contribution, the food service can also carry out an education program designed to bring about a better understanding among men and an appreciation of various cultures. Keener interest in such matters is developed when the student has broad personal experience in addition to classroom learning.

Food service can contribute here. We know that food habits are closely tied in with national culture, as well as with various geographical or sectional cultures.

Have Students Participate

A few dinner parties where the menu is typical of a section of our country—such as New England dinners, shore dinners, New Orleans dinners, or others typical of some foreign country—are valuable as educational tools when there is active student participation in promoting, planning, and executing the affair.

Suitable programs, to be presented after the meal or between courses, should be arranged by the students. Celebrating holidays like Thanksgiving and Washington's Birthday in the traditional manner serves the same purpose.

For many years in the women's residence halls at Michigan State College, much has been made of the Christmas teas or suppers on the last Sunday evening before the students leave for the holidays. Even though this event has now become a tradition, the food service must still motivate the students by enthusiastic suggestions about the party.

The students of each building choose whatever theme they wish, such as an early American supper, English high tea, a German supper, and the like. Various committees work with the dietitian in planning menus, decoration, and programs.

One of the most successful events of this sort was the Swedish Christmas celebration. There were approximately 200 girls living in the unit that chose this theme, and we estimated that 150 actively participated in some part of the event other than just attending.

Swedish Culture Studied

Students of Swedish descent wrote home for recipes and suggestions for decorations and programs. Faculty members and their wives who had some Swedish ancestry or connections, as well as a few Swedish students on campus, were guests at the party. An exhibit of Swedish glass, silver, embroidery, textiles, and toys was displayed around the Christmas tree. There were Swedish newspapers, books, and magazines on the tables in the parlors.

After the smörgåsbord, the girls and their dates, along with the guests, entertained with songs and stories of Sweden. All of us came away from that affair with a much greater appreciation of the Scandinavian countries, particularly Sweden and its folkways.

This was a group activity directly and explicitly designed for international understanding and cooperation—very lim-

ited, very elementary, yes, but of value. These young women of diverse social backgrounds worked and played together, each giving freely of her time and talent to complete the project.

Perhaps it is of even greater value to have small groups of students invite professors, ministers, and people of local interest in to dinner when no particular program is planned. One night a week might be set aside as guest night. Not only must we make this privilege avail-

able to the students, but we must also motivate them to appoint committees and actually take advantage of this opportunity.

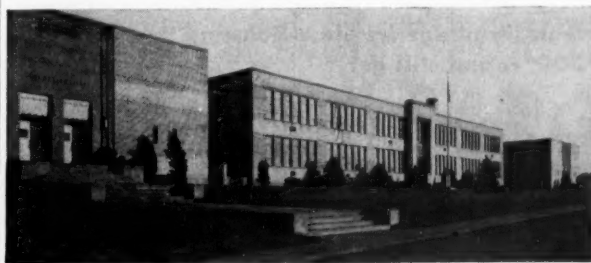
Coffee served in a parlor or recreation room following dinner will bring in more students than just those seated at tables with guests. More students will then have an opportunity to join the conversation, which is excellent social practice.

Exchange dinners between men and women's dining rooms serve a similar

purpose, with perhaps the additional advantage of romance. Students, particularly in state-supported institutions, are very much on the same intellectual level but they come from different social backgrounds and need opportunities to practice the little social amenities that are the marks of a cultured person.

In most state-supported colleges and universities a large number of students take part-time work. We have over 1,200 student employees in our Department of

For more facts use Inquiry Card, 84CM-126



Penn Township High School, Claridge, Pa., John W. Mochnick, Principal



Mrs. Alice W. Reed, Food Supervisor

STUDENT LUNCHES for SEVEN SCHOOLS



CENTRAL KITCHENS, serving more than one school, were experimental when Penn Township High School, Claridge, Pennsylvania, initiated the system under the National School Lunch Program. From its 1947-48 average of 463 meals, the program has grown until seven schools now participate and 1150 Type A lunches are served daily.

Center of activity in this unique system is the efficient Gas Kitchen under the direction of Mrs. Alice W. Reed, Food Supervisor. Equipment includes one Blodgett 3-Deck Oven, two Magic Chef Hot-Top Ranges, one Magic Chef Open-Top Range, and one Dual-temp waterheater for dishwashing and sterilizing.

But the most unusual feature of the system is the coordinated transportation of students and food. School busses transport thermos containers of food to some schools and bring back students from other schools to the central cafeteria. Then they return the students to their respective schools and pick up containers.

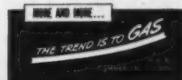
SERVED FROM CENTRAL GAS KITCHEN

Such precise scheduling requires perfect timing in food preparation and that's where Gas Cooking Tools do such an outstanding job. Equipped with automatic controls, and flexible enough to do a variety of cooking tasks, these modern Gas Cooking Tools are dependable and versatile. Authorities concerned with this complex seven-school food service program cite the speed and efficiency of GAS as major factors in the success of the food preparation operations.

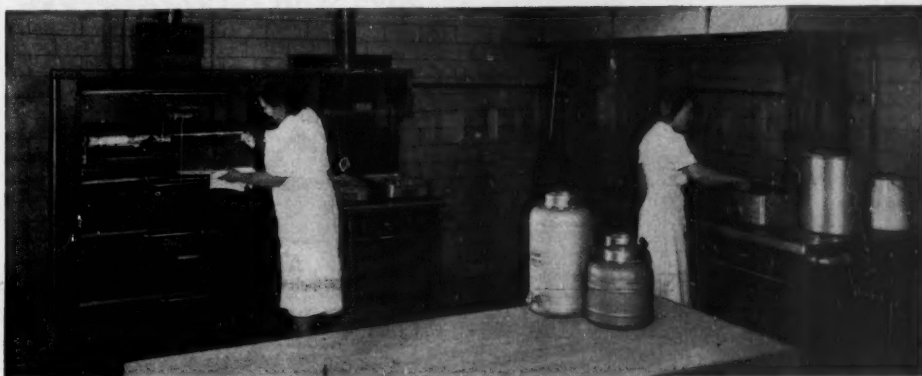
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AMERICAN GAS ASSOCIATION

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School lunches for 1150 students are served from this small, efficient Gas kitchen



(Continued from page 19)

Dormitories and Food Service at Michigan State College. Three hundred and seventy of these are working in the women's residence halls.

Because the dietitian or food service director has such close contact with so many students through their part-time jobs, she has a rich opportunity to discover their talents. One outstanding example of this sort is the young freshman who was assigned to the clean-up

crew in one of our women's halls. He became so interested in improved methods of procedure that he made his profession industrial engineering and today is outstanding in that field.

Every day the director of food service also sees opportunities for developing in her student workers traits of character that are more valuable to the future citizen than the remuneration offered by the part-time job. We see the relationship of our student employees to each

other and realize that they have the spirit of democratic compromise and cooperation. We insist on self-discipline and self-reliance, and on ethical principles as a guide for conduct, and we watch the students develop a discriminatory appreciation of human values.

Our food service has fine opportunities for teaching our students to practice the principles of democracy.

Condensed from a talk at the ADA convention.

Lunchroom Administration For 74 Texas Schools

By FRANCES WELCH
Director of School Lunchrooms
Dallas, Texas, Independent School District

THE lunchroom department of the Dallas Independent School District, which operates 74 lunchrooms in senior, junior high, and elementary schools, is responsible for constructing a budget in April for the ensuing year. It consists of the anticipated annual income.

The total is itemized as follows:

1. Administration, showing the expenditure to be made by the dietitian's department, the accounting department, and the purchasing department.
 2. Operation, including expenditure budgeted for fuel and power, food supplies, salaries, and depreciation.
 3. Maintenance, including the expenditures for replacement of furniture and the repair of equipment.
 4. Capital outlay, including additional major and minor equipment expenditures.
- The director of school lunchrooms works under the general supervision of the business department. She is responsible for the administrative and technical aspects of the department and for integration with the total educational system.

Director Recommends Policies

The director recommends policies and procedures governing lunchroom operation and formulates and recommends the lunchroom budget. She also recommends salary schedules of lunchroom personnel, as well as lunch prices.

The director consults with architects, administrators, equipment engineers, and department heads on the basic lunchroom layouts of new installations and holds weekly conferences with individual members of the staff. She recommends the purchase of food and supplies and approves menus, determining cost control, nutrition value, popularity, and variety.

It is also her job to determine operational percentages and to devise forms for reporting on individual units and for the maintenance of lunchroom and office records. She approves training material for managers' meetings and workshops and makes supervisory visits to the schools to evaluate the effectiveness of supervision, operation, standards of food preparation, service, and sanitation.

The food supervisor, under the general supervision of the director, acts as chairman of the menu committee, figuring costs and making adjustments in order to control menu prices. She determines the best purchases for the lunchroom department under the conditions controlling delivery and food service in each school.

Writes Specifications

It is her duty to keep posted on market trends regarding supply, price, and service and to write specifications for all commodities. She cuts and grades canned goods for contract buying, periodically retests new packs, and supervises the testing program.

All food purchases are made according to our own specifications. For canned goods, bid blanks are sent to all wholesale houses. They list the items, the quantity of each item, the quality, size, and pack. Each bidder submits two samples, one for immediate cutting and grading, and the other reserved for later cutting as a check against delivery.

At present, all food is bought on an open market basis. This means that we are at liberty to change from one company to another. Vendors are free to quote on any item any time they wish to challenge another vendor. Milk is bought on an open market basis, and plants we buy from are periodically inspected.

Condensed from a talk at the ADA convention.

For more facts use Inquiry Card. S&CM-136

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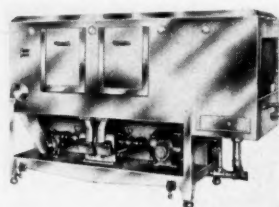
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Consult SCHOOL AND COLLEGE MANAGEMENT Product Information, page 25. Use the postage-free Inquiry Card; indicate key number of item about which you want further details.

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There's no need for time-consuming hand scrapping of soiled tableware if you use one of the three new Autosan dishwashing machines. Models RC-20, R-30, and R-40 (shown above) incorporate a pre-flush unit as part of the machine. This unit consists of 16 spray nozzles housed in the hood extension at the loading end of machine. Spray is operated through a lever-controlled valve by passage of dish racks. Drawer scrap tray is provided.

The polished stainless-steel machine has a dial-type flush-mounted thermometer for each tank and one each for the pre-wash and sanitizing sprays. Doors provide easy access to interior for cleaning. . . . Use the Inquiry Card or write to Colt's Manufacturing Company, Dept. S&CM-444G, Hartford 15, Connecticut.



Milkshake Machine S&CM-442G
Schools will find the Frigidmixer practical for simplifying and speeding up production of milkshakes and malts. The unit will make 16 large milkshakes per filling in only 4 minutes.

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and easy cleaning. . . . Use the Inquiry Card or write to Sweden Freezer Manufacturing Company, Dept. S&CM-442G, 3401 17th Ave. West, Seattle 99, Wash.

New Tumblers S&CM-440G
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New Menu Booklets S&CM-441G
Two excellent new booklets containing menus served in the Chicago schools are available in limited supply. "A Year's Menus for Elementary Schools, Type

"B' Lunch" gives a student lunch and an adult lunch for each day of the year. It has a monthly 50-serving market guide. "A Year's Menus for High School Lunch Rooms, Type 'A' Lunch" contains a student lunch and a high-school special lunch for each day of the year. This booklet includes a fresh fruit and vegetable guide for each month. . . . Use the Inquiry Card or write to John Sexton and Company, Dept. S&CM-441G, 500 N. Orleans, Chicago, Illinois.

For more facts use Inquiry Card, S&CM-166

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1. Send for the official entry blank from F. E. Compton & Company at the address given below.
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3. Contest closes April 22, 1951. Entries must be postmarked before midnight, April 22. All winners will be notified by mail on June 1.
4. Prizes will be awarded as follows: Grand

prize, \$1,000; next three prizes, \$750, \$500, \$250; a set of the new fifteen-volume 1951 Compton's to each of these winners and the 50 next best entries.

5. Entries will be judged by three nationally known educators on the basis of aptness, originality, sincerity, and simplicity of presentation. The judges' decision will be final. In case of tie, duplicate prizes will be awarded.

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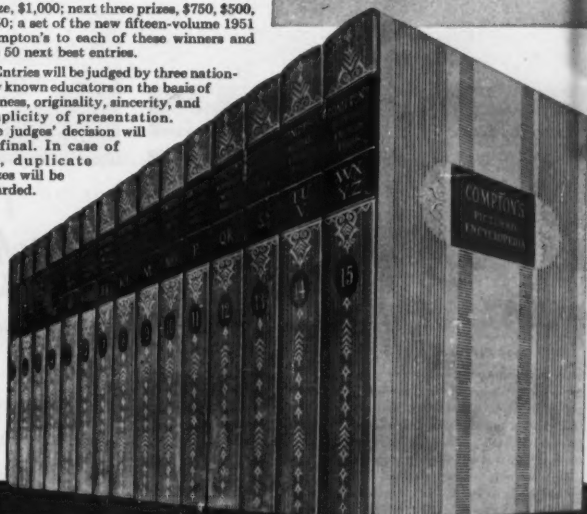
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AVA Convention News

NEWLY elected president of the American Vocational Association is H. C. Fetterolf, chief of agricultural education in the State Department of Public Instruction, Harrisburg, Pennsylvania.

Elected to serve a three-year term as vice-president representing the home economics education section is Martha Creighton, professor of home economics,

Virginia Polytechnic Institute, Blacksburg, Virginia.

At the annual meeting in December a new section for the business education members of the association was established. First vice-president for this section, to serve for one year, is John A. Beaumont, state supervisor of business education on the State Board for Vocational Education, Springfield, Illinois.

Other members of the AVA executive committee are as follows: C. W. Syl-

vester, assistant superintendent of schools, Baltimore, Maryland, re-elected for his 24th term as treasurer; Louis M. Sisman, state supervisor of agricultural education, Wisconsin, vice-president for agricultural education; Donovan Armstrong, state supervisor of distributive education, Louisiana, re-elected for a three-year term as vice-president for distributive education; Roy G. Fales, chief, Bureau of Industrial Arts Education, New York State Education Department, re-elected

for a three-year term as vice-president for industrial arts education; J. C. Woodin, director of industrial and adult education, Wichita, Kansas, vice-president for industrial education; Frank C. Moore, director of industrial arts, Cleveland, Ohio, past president; and M. D. Mobley, executive secretary.

Among the resolutions passed by the house of delegates was one dealing with emergency training. The AVA expressed concern over the ever-mounting need for various types of emergency defense training, and it supported efforts to transfer federal defense funds or to obtain special federal appropriations to be made available to public educational institutions through the Office of Education.

The AVA stated it would continue its efforts to induce Congress to appropriate the full amount of funds authorized by the George-Barden Act.

Civil Liberties Are in a Healthy State, Survey Shows

INTERNATIONAL tensions, heightened by the Korean War, threaten America's civil liberties in the fields of academic freedom and free expression of unpopular views. But in eight other crucial areas civil liberties are healthy.

Most notable advance has taken place in race relations, particularly in increased job opportunities for Negroes, chiefly as a result of expanding defense production. However, severe discrimination still exists in housing.

These are among the findings in a survey of civil liberties conducted by leading newspapers in 16 key American cities and recently released by the American Civil Liberties Union.

The newspapers are the *Providence Bulletin*, *San Francisco Chronicle*, *St. Louis Post Dispatch*, *Cleveland Press*, *Columbus Citizen*, *Philadelphia Bulletin*, *Pittsburgh Post-Gazette*, *Trenton Times*, *Akron Beacon*, *Minneapolis Star-Tribune*, *Denver Post*, *Burlington Free Press*, *Christian Science Monitor*, *Miami Herald*, *Des Moines Register-Tribune*, and *Hartford Courant*. Several other publications are still conducting their survey.

The survey showed that loyalty oaths for publicly-paid teachers are widespread. Of the cities responding, Trenton, Miami, Burlington, Cleveland, Boston, and San Francisco had such oaths. Philadelphia, Providence, Minneapolis, Pittsburgh, and Hartford did not.

But except for the now-famous case of 26 University of California professors fired for refusing to sign, little controversy has been aroused by the teacher oaths. The only reported case of teacher-dismissal for actual membership in a "subversive" group was cited by the *Post-Gazette* of Pittsburgh—one of the cities which does not require its teachers to sign an oath.

Banning of books and magazines from school libraries or classrooms was reported only by the *Trenton Times*, which revealed that the weekly magazine *The Nation* was banned from Trenton school libraries "as a result of objections to the series of articles about the Catholic Church."

An effort to end the use of "Little Black Sambo" in Trenton schoolrooms failed, the *Times* continued. The attempt was made on the grounds that the book "presented colored groups unfavorably."

Threats to academic freedom in the shape of conformist thinking were pointed out by *The Christian Science Monitor* in its survey of the Boston scene. In an effort to offend no one's political or religious conviction school children in that city are frequently "deprived of an opportunity to discuss, or hear discussed, all sides of controversial questions," the *Monitor* charged.

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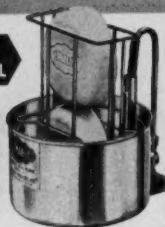
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On the Calendar

National Association of Secondary-School Principals, Hotel Commodore, New York, February 10-14.

Association for Supervision and Curriculum Development, Detroit, February 10-15.

National Council for Education Travel, NEA, Atlantic City, February 16-18.

American Association of School Administrators, Atlantic City, February 17-22.

Department of Audio-Visual Instruction, NEA, Atlantic City, February 18-21.

Brotherhood Week, February 18-25.

National School Public Relations Association, Atlantic City, February 19.

Department of Elementary School Principals, NEA, Atlantic City, February 19-21.

Department of Rural Education, NEA, Atlantic City, February 19-21.

National Association of Deans of Women, Chicago, March 26-29.

National Council of Teachers of Mathematics, Pittsburgh, March 28-31.

National Conference on Higher Education, Chicago, April 1-4.

Safety Convention and Exposition, sponsored by Greater New York Safety Council, Statler Hotel, New York, April 3-6.

American Association for Health, Physical Education and Recreation, Detroit, April 17-20.

International Council for Exceptional Children, New York, April 18-21.

American Industrial Arts Association, New York, May 2-5.

National Conference on Citizenship, Washington, D. C., May 16-20.

National Training Laboratory in Group Development, first session, Gould Academy, Bethel, Maine, June 17-July 6.

National Association of Student Councils, Wellesley, Massachusetts, June 18-21.

Mount Holyoke Institute on the United Nations, South Hadley, Massachusetts, June 24-July 21. The program will deal with the crucial world problems confronting the United States and the United Nations today. Information and application may be obtained from the Executive Secretary.

National Science Teachers Association, San Francisco, June 28-July 2.

National Education Association, San Francisco, July 1-7.

Department of Elementary School Principals, NEA, San Francisco, July 9-20.

Department of Classroom Teachers, NEA, Oakland, California, July 9-20.

National Training Laboratory in Group Development, second session, Gould Academy, Bethel, Maine, July 15-August 3.

Institute of Organization Leadership, NEA, The American University, Washington, D. C., July 23-August 17.

Discuss Controversial Issues? Yes, Says Social Studies Group

STUDENTS in our schools and colleges must be taught about controversial issues in order to be safeguarded against the Communist and Fascist lines. This was the warning sounded at the recent convention of the National Council for the Social Studies in Minneapolis.

The delegates asserted that teachers who don't teach current affairs and their implications are neglecting an essential part of their students' education and are weakening the country's democratic structures.

Merrill F. Hartshorn, executive secretary of the council, declared that teach-

ers should take up controversial issues in the classroom. They should discuss the subjects in an objective and non-partisan manner, and not use the classroom to indoctrinate students with their personal views, he advised.

Public schools have the obligation of transmitting the democratic tradition and the American way of life to the younger generation, Mr. Hartshorn continued. He also said that schools should develop clear and critical thinking among their students.

"There are too many soft-headed liberals," he said, "who are often duped and become unwitting propagandists for the Communist party, though they themselves are actually good loyal Americans." The Communist threat from within would be reduced to a minimum if the schools did their job, he added.

Dr. Erling M. Hunt, of Teachers College, Columbia University, and the council's president, said that the failure to teach controversial issues is not al-

ways the teacher's fault. He said that "teachers take their cues from the community and community pressures usually determine what is to be taught."

Pressure on teachers, he said, whether it is "good" or "bad" is dangerous.

N Denver recently the school board let two schools at low bids just \$150,000 above pre-Korean estimates. . . . *Architectural Forum* the Magazine of Building

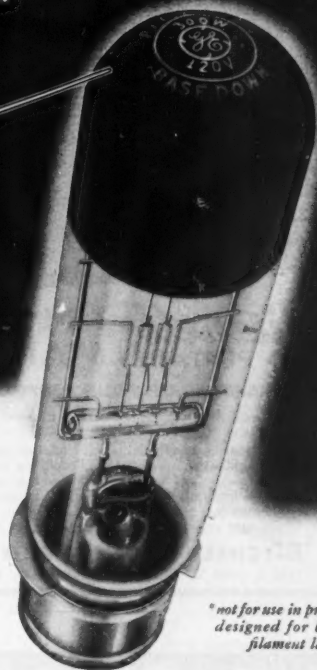
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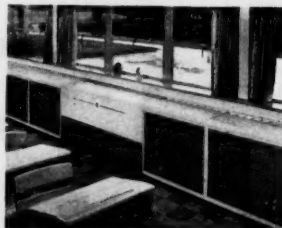
of any original matter up to 11½ inches wide by any length come out clean, smudgeproof, and exactly like the original matter. The maker claims it is an extremely low cost copying method for quickly producing 1 to 100 copies in an average office.

The machine accomplishes the entire process within itself. It requires no special installation, but only needs to be connected to the ordinary office electric light line. . . . Use the Inquiry Card or write to Charles Bruning Company, Inc. Dept. S&CM-417G, 100 Reade St. New York 13, New York.

Fluorescent Lamp Guard S&CM-428G

A new combination safety guard and guide that prevents fluorescent lamps from falling is called the Edison Lok-Gyde. It reduces hazards of relamping and lowers maintenance costs by making relamping a one-hand operation. This low-cost, tough plastic device greatly reduces the time usually required for installation of fluorescent lamp guards. It easily slips on any standard fluorescent

socket, and locks in place to become a part of the fixture. . . . Use the Inquiry Card or write to Edison Electrical Company, Dept. S&CM-428G, 355 Weybosset St. Providence 3, Rhode Island.



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of students seated along the outer row of seats. The ventilators control the captured cold air by recirculating it through the unit ventilators for heating, or by expelling it completely from the room. Automatic controls determine how much outside air is taken into the room and how much room air is circulated. . . . Use the Inquiry Card or write to American Air Filter Company, Inc. Herman Nelson Division, Dept. S&CM-419G, Moline, Illinois.

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For more facts use Inquiry Card, S&CM-290



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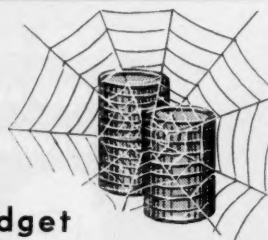
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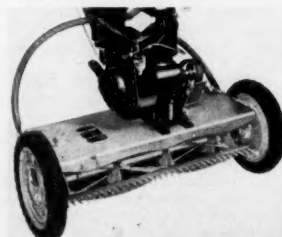


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Mower has a 6-inch diameter reel with 5 crucible steel blades mounted on self-adjusting ball bearings. There is a V-belt and chain drive. Lever control is from the handle bar. . . . Use the Inquiry Card or write to the Moto-Mower Company, Dept. S&CM-425G, 4600 Woodward Ave. Detroit 1, Michigan.

(Turn to page 26)

For more facts use Inquiry Card, S&CM-220

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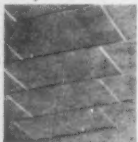
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Consult SCHOOL AND COLLEGE MANAGEMENT Product Information, page 25. Use the postage-free Inquiry Card; indicate the key number of item about which you want further details.

New Ceiling Board S&CM-406G
Classrooms, shops, and offices can have thermally and acoustically efficient ceilings with the use of economical new Fiberglas ceiling board. This board is designed for suspended ceilings in new or existing construction in both large and small areas. The rigid, lightweight, easily cut ceiling board has a noise coefficient of 80 percent and sound absorption of 86 percent at a frequency of 512 cycles per second. Its heat transmission characteristics contribute to economical operation of heating and air conditioning systems. Since the board is composed of glass



fibers bonded together with a stable resin, it is noncombustible and durable. Cleaning is easily done with wallpaper cleaner or a vacuum cleaner. Boards can be lifted from their grid system for access into the space above when maintenance requires. . . . Use the Inquiry Card or write to Owens-Corning Fiberglas Corporation, Dept. S&CM-406G, Nicholas Bldg. Toledo 1, Ohio.

New Waterproof S&CM-416G
It's permanent. It's economical. It's fast and easy to apply! That describes the new above-grade transparent waterproofing called Dashide. Sprayed or brushed on, this material penetrates deeply into any porous wall. It quickly seals all cracks, and expands to fill all the pores so perfectly that it becomes an integral

part of the wall itself. From then on no moisture can enter, not even a 150-mile-per-hour hurricane rain, according to the manufacturer.

The material forms an acid and alkali resistant finish that will not crystallize, crack, check, or peel no matter how hot or cold the temperature. It is recommended for walls of brick, concrete, cement, cinderblock, or stone. U. S. Naval installations have used the product successfully. . . . Use the Inquiry Card or write to the Dasco Company, Inc. Dept. S&CM-416G, 1602 Thames St. Baltimore 31, Maryland.



Fly Killer S&CM-424G
You can eliminate flies, mosquitoes, and gnats with the new automatic Insect Control. It works uninterruptedly, oper-

ates simply, swiftly, and silently. It is odorless, stainless, and does not affect humans, animals, or foodstuffs.

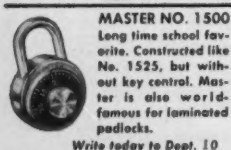
The mechanism is thermostatically controlled to vaporize a special-formula insecticide. It should be affixed to the wall about three feet below the ceiling and plugged into any standard AC or DC outlet. If doors and windows are closed during the night, the premises will be free of flies in the morning. Any flies that enter during the day are quickly killed. . . . Use the Inquiry Card or write to Remington Products Corporation, Dept. S&CM-424G, 410 N. Broad St. Elizabeth, New Jersey.

Spray Gun S&CM-430G
With the Gat-2 spray gun it is possible to control the width of a spray pattern from that of a silver dollar to a swath more than 12 inches wide. The nozzle on the spray gun is also effective in reducing fumes, minimizing air consumption, and saving paint. The gun features a 4-finger trigger which enables the operator to use the gun for longer periods without finger fatigue and to use it with bulky gloves. . . . Use the Inquiry Card or write to Eclipse Air Brush Company, Dept. S&CM-430G, 390 Park Ave. Newark 7, New Jersey.

For more facts use Inquiry Card. S&CM-29G

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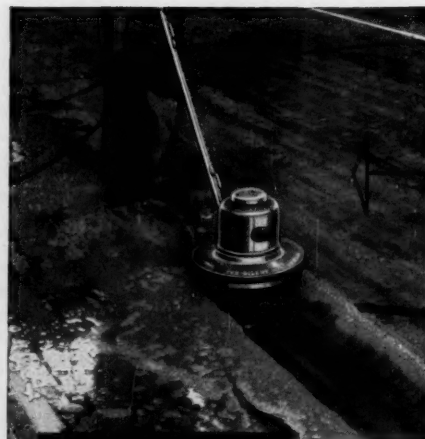
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Home Ec Range S&CM-427G

If you're furnishing a home economics department, you'll be interested in the 1951 line of Detroit Jewel and Garland gas ranges that recently won the first Gold Medal ever bestowed upon a cooking appliance by the Fashion Academy of New York. The award was made for "distinctive design and superior styling."

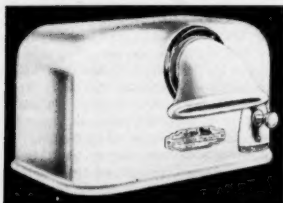
Typical of the line is the Detroit Jewel Custom Master, Model 81537-WG, shown above. It combines a sleek, graceful, design with rightly coordinated construction... Use the Inquiry Card or write to Detroit-Michigan Stove Company, Dept. S&CM-427G, 6900 E. Jefferson Ave. Detroit 31, Michigan.



Folding Chair Line S&CM-404G

Wider, deeper shaped seats and wider, deeper formed back panels make the new American Seating Company "Folding Fifties" chairs more comfortable than earlier models. Their Y-type tubular steel construction distributes the occupants' weight evenly and makes them exceptionally stable. Chairs have a fool-proof fold that eliminates finger-pinch-ing.

The lightweight, easy to store Fifties come in three models: No. 53 all-steel; No. 54 with a strong, lacquered plywood seat; and No. 56 with an upholstered leatherette seat... Use the Inquiry Card or write to the American Seating Company, Dept. S&CM-404G, Grand Rapids 2, Michigan.



Hand and Hair Dryer S&CM-407G

Shorter drying time is one of the advantages of the improved line of San-Dri electric hand and hair dryers. This

results from a new heating element and a smaller, oval nozzle that produces a more concentrated quick-drying air stream. The nozzle may be ordered in either swivel or fixed position.

The dryer now has an extra-heavy-duty, instant-starting switch. This switch needs but 2/3 of its capacity to give peak drying efficiency, allowing 1/3 of its capacity for an added safety load factor. Life-sealed, ball-bearing motor requires no lubrication... Use the In-

quiry Card or write to the Chicago Hardware Foundry Company, Dept. S&CM-407G, 3000 Commonwealth Ave. North Chicago, Illinois.

Daylight Fixture S&CM-400G

A new method of lighting schoolrooms is provided by Alsynite, a plastic building material. The translucent colored sheeting is made by combining plastic resins and glass fibers into very strong structural and decorative panels. Where they

are used to replace the conventional windows - and - artificial - light combination, lighting and heating costs can be reduced. Children receive natural light and can face in any direction. The rooms have high level diffused daylight at all times. Artificial lighting is unnecessary most of the time.

In one school installation, the daylight fixture consists of a roof and ceiling of light-admitting Alsynite, separated by light-controlling metal louvers automati-

For more facts use Inquiry Card, S&CM-396



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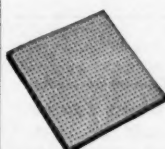


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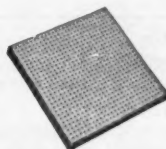
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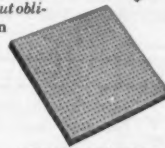
**ACOUSTI-CELOTEX®
CANE FIBRE TILE**

A lightweight, rigid unit, combining acoustical efficiency with a durable, smooth surface. Perforations (to within 1/4" of the back) assure repeated paintability, easy maintenance. Available in a variety of sound-absorbent ratings. Dry rot proofed by exclusive Ferox® process.



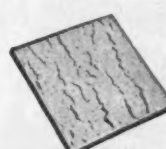
**ACOUSTI-CELOTEX®
MINERAL TILE**

Made of mineral fibre, felted with a binder to form a rigid tile with a universal rating of incombustibility. Perforated with small holes extending almost to the back, this tile provides high acoustical absorption plus unrestricted paintability by either brush or spray method.



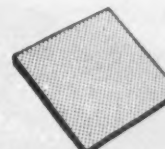
**ACOUSTI-CELOTEX®
FLAME-RESISTANT
SURFACED TILE**

A cane fibre tile with a flame-resistant surface. This tile meets *Slow Burning* rating contained in Federal Specifications SS-A-118a. It may be washed with any commonly used solution satisfactory for good quality oil-base paint finishes without impairing its flame-resistant surface characteristics and without loss of sound-absorbing capacity. Repainting with Duo-Tex flame-retarding paint will maintain peak efficiency. Supplied in all sizes and thicknesses of regular cane tile.



**ACOUSTI-CELOTEX
FISSURETONE®**

A totally new mineral fibre acoustical tile. Attractively styled to simulate travertine. It beautifies any interior and effectively controls sound reverberation. Lightweight, rigid and incombustible, it is factory-finished in a soft, flat white of high light-reflection rating.



ACOUSTEEL®

Combines a face of perforated steel with a rigid pad of sound-absorbing Rock Wool to provide excellent sound-absorption, together with attractive appearance, durability and incombustibility. The exposed surface of perforated steel is finished in baked-on enamel. Acousteel is paintable, washable, cleanable.

*Trademark Reg. U. S. Pat. Off.

(Continued from page 27)

cally operated by a photoelectric cell in the classroom... Use the Inquiry Card or write to Alsynite Company of America, Dept. S&CM-400G, 4670 DeSoto St. San Diego, California.

Playground Pedal Plane S&CM-421G
"It pedals like a bicycle and flies like a bird" is what children say about the new pedal plane ride. The plane combines the fun of merry-go-round and airplane with-

out the cost of a motor or fuel. In motion, the planes swing out 8 feet on ball-bearing hinged support shafts to give the youngsters a safe action ride.

Motive power is entirely supplied by plane riders, and one little six-year-old can operate the pedal plane ride while other riders coast. The unit has planes for both individuals and groups. Each plane has a safety brake and a safety seat that can comfortably accommodate children or adults. The sturdily constructed, easy to

maintain unit operates safely, since drive chains, shafts, bearings, and gears are entirely enclosed... Use the Inquiry Card or write to Pedal Plane Manufacturing Company, Dept. S&CM-421G, South Beloit, Illinois.

Anti-Slip Floor Renewer S&CM-405G
If you want your floors to have a high degree of slip-resistance, try the new Hilco-Lustre floor renewer. It is designed for rubber tile, asphalt tile, linoleum, and

SUPPLIES AND EQUIPMENT

Consult SCHOOL AND COLLEGE MANAGEMENT Product Information, page 25. Use the postage-free Inquiry Card; indicate key number of item about which you want further details.

For more facts use Inquiry Card. S&CM-3G

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GOOD COMICS

Picture-stories based on famous classics such as "Hans Brinker or the Silver Skates," "Robin Hood," "Gulliver's Travels," educational comics, i.e., "The Story of America," the "Biography of Leonardo Da Vinci," just-for-fun comic strips about animals and boys and girls.

POETRY AND SONGS

Delightful new poetry, plus the best from the famous books of Edward Lear, Eugene Field, A. A. Milne's "Winnie the Pooh" and "When We Were Very Young," and Robert Louis Stevenson's "A Child's Garden of Verses." New songs and old in verse and pictures, i.e., Stephen Foster's "Oh Susanna."

THINGS TO DO AND MAKE

Interesting hobbies, popular games, puzzles, riddles and riddles; fun for rainy days, pastimes for convalescents—interesting things to do for children of every age.

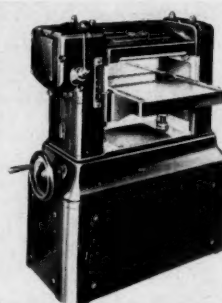
plastic flooring, and sealed, varnished, or painted floors. This nonflammable liquid finish can be applied with a mop or other applicator. It dries to a hard lustrous finish in less than 30 minutes. It gives a tough, glossy, nontacky film approved by Underwriters' Laboratories as anti-slip... Use the Inquiry Card or write to Hillyard Chemical Company, Dept. S&CM-405G, St. Joseph, Missouri.



Foot Treatment Mat S&CM-422G

Schools can clear up athlete's foot and prevent other foot infections among their students by using Foam-X in the new miracle mat and reservoir. When used in gymnasiums and shower rooms, this non-toxic, astringent fungicide is a pleasant-to-use, mild treatment which toughens the skin and steps up resistance to athlete's foot.

The new plastic reservoir has a capacity of almost one gallon. Solution is automatically fed into the sponge rubber mat as needed. It always remains at the same level in the mat, eliminating over-filling and waste. Mat and reservoir together hold about 1,500 foot treatments. A free 2-week test of the solution, mat, and reservoir is available to schools... Use the Inquiry Card or write to Foam-X Company, Dept. S&CM-422G, 332 W. Alamar Ave. Santa Barbara, California.



New Wood Planer S&CM-402G

Safe and especially suitable for school shop use is the Delta-Milwaukee No. 22-100 13-inch wood planer. All gears, pulleys, and belts are totally enclosed. Motor is out of the way within sub-base. The safety-type chip breaker is long enough to keep fingers away from revolving knives. Height of the machine is convenient for students. Operation is simple.

Special features include a fingertip clutch control that enables the user to start and stop the feed instantly without shutting off the motor. The depth scale

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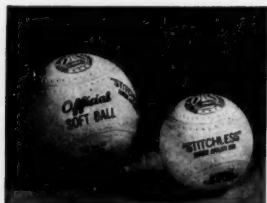
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can be read from any position. Individual blade adjustment can be made with a simplified measuring device. The planer handles stock as short as 6 inches unbuted, as wide as 13 inches, as thick as 5 inches, as thin as 1/16 of an inch . . . Use the Inquiry Card or write to the Rockwell Manufacturing Company, Delta Power Tool Division, Dept. S&CM-402G, 600 E. Vienna Ave. Milwaukee 1, Wisconsin.



Stitchless Softballs S&CM-410G

Athletic and playground directors will be glad to know that all stitching and sewing has been eliminated on the new Young softballs. The new process adds to the durability of the ball, yet it costs less. Since the stitchless ball is perfectly spherical, it rolls and flies true. To make it easy to grasp, it has a "vacuum grip" composed of hundreds of tiny suction cups along the seams.

The ball has cores and leather covers vulcanized together in a bond that is unaffected by exposure, water, or any conceivable amount of play. It comes in two sizes and two price ranges with genuine grain cowhide covers and a choice of centers. . . . Use the Inquiry Card or write to Geo. Young & Company, Dept. S&CM-410G, 715 South Western Ave. Chicago, Illinois.

Sedan Bus S&CM-412G

Where schools need to transport a small number of pupils, the Siebert Mercury sedan bus will fill the bill. It carries 11 passengers.

The wheel base is 190 inches, and over-all length is 23 feet. The rugged bus has Hydro-Vac brakes and an extra large clutch for long, hard use. . . . Use the Inquiry Card or write The Shop of Siebert, Inc. Dept. S&CM-412G, 677 Southard Ave. Toledo 2, Ohio.



Microfilm Reader S&CM-411G

An all-purpose, portable microfilm reader that weighs only 17 pounds is shown above. It accommodates 16 and 35-mm. film widths. It can be used either for desk-top film reading on a fold-away screen, or for projecting microfilm on a vertical screen or light colored wall for group reading. The reader mechanism is folded into its own case for transportation and convenient storage.

The machine enlarges microfilmed records 17 or 23 diameters onto a texture-free 14 x 14-inch opaque screen. Opaque projection assures operator comfort. Central grouping of all controls aids user. The modern optical system provides hair-sharp images, high contrast, and brilliant illumination. . . . Use the Inquiry Card or write to Griscombe Products, Inc.

Dept. S&CM-411G, 23 Beekman St. New York 7, New York.

New Desk Tops S&CM-415G

Student eyesight and teacher morale are both improved when you substitute new light-color desk tops and tablet arms for the old dark ones. They last for years.

The material used is a chip-proof, laminated, plastic material called Richwood. When bonded to the old cleaned-

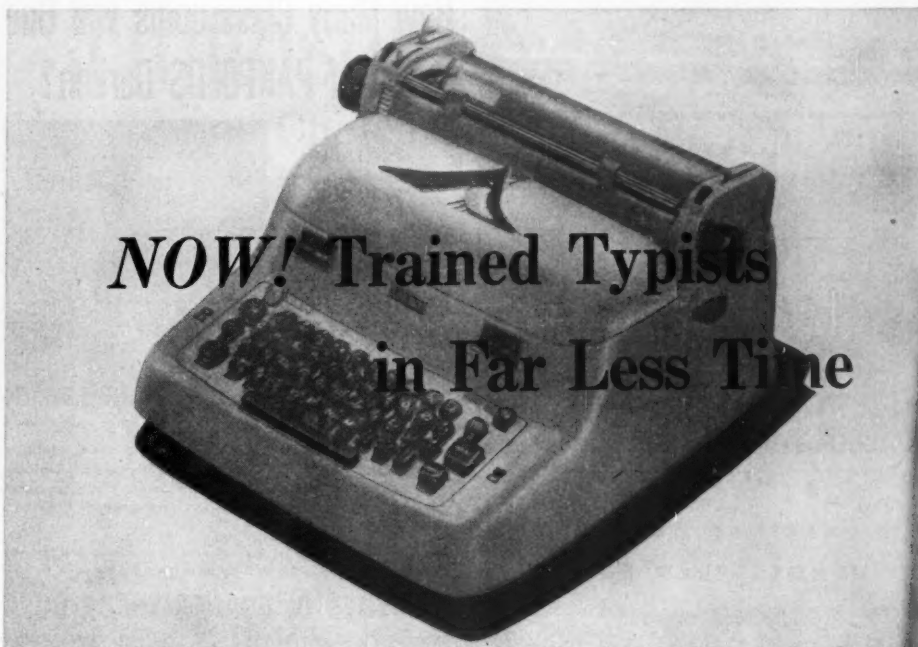
up wood top it cannot be removed. It provides a hard, smooth, stainproof top that need only be cleaned with soap and water when it becomes soiled. Resurfacing of tops is done at the factory. Price of the service is nominal . . . Use the Inquiry Card or write to Desk Tops, Inc. Dept. S&CM-415G, 3148 West 32 St. Cleveland 9, Ohio.

New Chalk Holder S&CM-423G

Anyone who uses chalk for teaching or

illustrative purposes can say good-bye to irritating chalk dust and to soiled hands and clothing. That is, if he uses a new chalk saving device, the Black Board Buddy. He merely inserts the chalk and tightens the cap. He loosens it to insert new chalk. The smooth, clean plastic holder comes in a variety of colors. It will hold a piece of chalk down to the last 1/2 inch. It eliminates chalk breakage . . . Use the Inquiry Card or write to Black Board Buddy Manufacturing

For more facts use Inquiry Card. S&CM-27G



Impartial testing proves that students can learn to type in *far less time*—when they are taught on electric typewriters.

No Change in Teaching Methods: Teaching is much easier, too. Use exactly the same basic teaching methods you have always used. Testing shows that electric typewriters will enable you to train *many more* students in the same length of time.

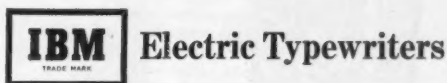
Easiest to Learn: With IBM Electric, difficult phases of typing techniques, such as "stroking," are eliminated. The touch is featherlight and automatic for regular typing as well as for multiple copies, stencils, paper and metal plates. The operating controls are within fingertip reach on the *key-board*, and require only the lightest touch.

Fastest for Skill-building: Students need never take their eyes from their copy. Fingers stay right on the guide keys—even for returning the carriage! This means rapid increases in speed and accuracy.

Most Encouraging to Use: Students learn much faster when they're proud of their progress, when they don't become discouraged with messy work. With IBM Electric, even beginners type perfectly-clear impressions and uniform capitals.

Most Valuable Typewriter Training Today: Of course, you'll want to give your students the most valuable electric typewriter training today—training which will enable them to compete with experienced typists in quantity and quality of work. Teach them on the electric typewriters that 9 out of 10 of them will find in offices—IBM Electric. You'll be training them to use all typewriters, because it has been proved that students trained on IBM Electric can easily operate any manual or electric typewriter.

Special price on IBM Electric Typewriters for schools!



INTERNATIONAL BUSINESS MACHINES CORPORATION

IBM, Dept. SH-1
590 Madison Ave., New York 22, N.Y.

- ☐ We'd like to have a demonstration of the IBM Electric Typewriter.
- ☐ Please send complete kit of instructional materials.

Name

School

Address

City State

(Continued from page 29)
Company, Dept. S&CM-423G, 1934 N. W. 29th Ave. Portland, Oregon.

Laundry Detergent S&CM-431G
Institutional laundries can improve quality, yet save on soap and reduce wash-room costs with Diamond Standard Alkalate. It has high soil suspending power combined with free rinsing properties. This insures maximum detergent action, high whiteness retention, and brilliant

color contrasts. Institutions without water softeners will find use of the material particularly profitable because it contains a sequestering agent. . . . Use the Inquiry Card or write to Diamond Alkali Company, Dept. S&CM-431G, 300 Union Commerce Bldg. Cleveland 14, Ohio.

New-Type Siding S&CM-401G
An insulating material that can also be used to resurface and beautify any type of wood, masonry, clapwood, or shingle

building, is Re-Nu-It. This textured finish is waterproof, containing the two indestructible minerals, asbestos and mica. When applied, the material is fused to the surface by powerful pressure equipment. This assures complete insulation and great durability. Because it becomes a part of the surface, it does not hide or alter original architectural contours.

The siding is available in a choice of 7 colors. It costs no more than conventional types of siding. . . . Use the In-

SUPPLIES AND EQUIPMENT

Consult SCHOOL AND COLLEGE MANAGEMENT Product Information, page 25. Use the postage-free Inquiry Card; indicate key number of item about which you want further details.

Inquiry Card or write to the Re-Nu-It Corporation, Dept. S&CM-401G, 424 West 42 St. New York 18, New York.

Combination Ceiling S&CM-409G
Improved seeing and hearing in classrooms, drafting rooms, and offices results from installation of the new luminous-acoustical Wakefield ceiling. When reflectivities of wall materials, colors, and furniture are coordinated, this ceiling insures a room with low brightness ratios, excellent light diffusion, and efficient sound absorption. The lamps in a single installation may be controlled in various combinations to provide different levels of working illumination. Installation is economical. Concealed pipes and ducts are readily accessible when necessary.

This new system utilizes fluorescent lamps suspended from the structural ceiling slab. Supported below them at a distance of about 12 inches are thin translucent corrugated plastic sheets. And suspended vertically below the plastic sheets are perforated acoustical baffles, wedge-shaped in cross-section and filled with sound absorbing material. Ceiling is also available without acoustical baffles. . . . Use the Inquiry Card or write to F. W. Wakefield Brass Company, Dept. S&CM-409G, Vermilion, Ohio.

Portable Safety Signal S&CM-418G
Children can be protected against accidents at school crossings by use of the new portable Porta-Flash safety signal. It is equipped with two flashing amber lights that send a warning forward and backward, encouraging obedience from motorists. It is visible from a long distance in any kind of weather. Power is provided by a standard 6-volt battery. The unit is reasonably priced and requires very little upkeep. . . . Use the Inquiry Card or write to American Safety Signal Corporation, Dept. S&CM-418G, 330 S. Main St. Elkhart, Indiana.



For more facts use Inquiry Card. S&CM-33G

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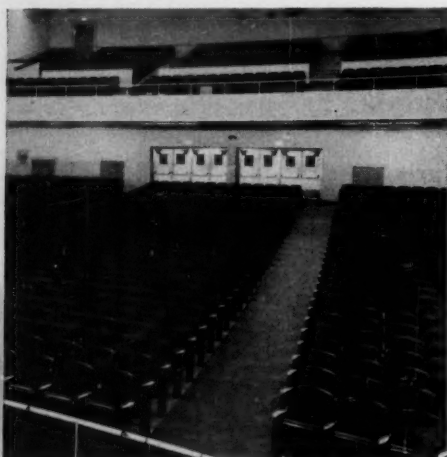
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For more facts use Inquiry Card. S&CM-30G



Euclid Senior High School, Euclid, Ohio—Auditorium Equipped with 1,740 Bodiform Full-Upholstered Chairs

AMERICAN BODIFORM UPHOLSTERED CHAIRS

for comfort, beauty,
durability, housekeeping economy

Full-upholstered chairs foster pride, enhance interest, improve acoustics

American Bodiform full-upholstered chairs represent the finest in auditorium seating. Modernly equipped and seated auditoriums multiply attendance, become a center

of community life. Here school authorities "meet their public" under the most favorable conditions.

The Bodiform seat is of full-upholstered, spring-arch construction and the back is broad at shoulders, form-fitting at waist, for maximum comfort. When occupant rises, seat rises to a 1/4 safety-fold position.

These chairs contribute to better acoustics, because full upholstery compensates for the empty seats in a partly-filled auditorium.

Let our experienced Seating Engineers help your planning. Write for information.



American Bodiform Auditorium Chair Combines modern beauty with maximum comfort. No pinching or tearing hazards. Automatic safety-fold action. Greater house-keeping economy.

See our exhibit at the
N. E. A. Convention
in Atlantic City,
February 17th through 22nd

American Seating Company

WORLD'S LEADER IN PUBLIC SEATING

Grand Rapids 2, Michigan; Branch Offices and Distributors in Principal Cities
Manufacturers of School, Auditorium, Theatre, Church, Transportation, Stadium Seating, and Folding Chairs

For more facts use Inquiry Card. S&CM-31G

How Many Classrooms Will One Set of PAKFOLDS Darken?

PORTABLE
PAKFOLDS
SERVE
BEST . . .
COST
LESS



Protected by Patents

Portable PAKFOLDS make every room a visual education room! One set of PAKFOLDS serves throughout the building. PAKFOLDS attach instantly . . . no ladders to climb; no screws or complicated mechanisms. Available for large or small windows, in any length or width.

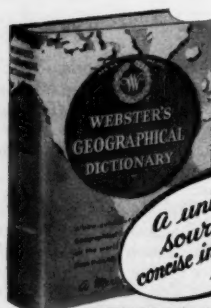
See our complete line of Sight-Saving, Translucent and Durable Darkening Shades in Booth C-21 at the A.A.S.A. Show.

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Dept. SC-2

Spiceland, Indiana

For more facts use Inquiry Card. S&CM-32G



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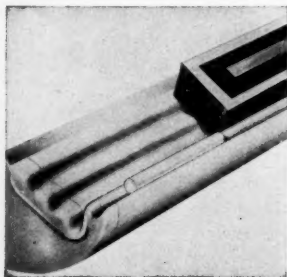
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Springfield 2, Mass.

Gym and Office Finish S&CM-420G

When gym and office floors are coated with Lino-Plastic, maintenance is reduced to a minimum and yearly upkeep is confined to a quick spotting of the hard-used traffic areas. This transparent, liquid plastic finish for wood and linoleum floors is abrasion-resistant and durable. Dirt and grime will not adhere to its nonporous surface. The first coating applied penetrates into the wood and makes a perfect bond, preventing chipping, blistering, peeling, or rubber burns. Application can be made by spray, brush, or lamb's wool applicator . . . Use the Inquiry Card or write to Lino-Plastic Sales, Dept. S&CM-420G, 3101 Berea Rd. Cleveland 11, Ohio.



New Chalk Trough S&CM-413G

Many striking advantages are found in the new Loxit inclined, extruded aluminum chalk trough. It has a separate crayon holder that keeps crayon within easy reach and away from chalk dust. The ridges in the trough keep eraser clean, while the grooves catch the dust, and keep the trough free of it. Feather-edge fit deflects dust away from the board and into the trough. A sweep-out end stop makes cleaning of the trough simple. . . . Use the Inquiry Card or write to Loxit Systems, Inc. Dept. S&CM-413G, 1217 W. Washington Blvd. Chicago 7, Illinois.

Kindergarten Cots S&CM-403G

Children can stack these featherweight cots without the teacher's help. The aluminum alloy frame never wears out. There are no nuts or bolts to loosen. Canvas is easily removable, washable, and replaceable. Leading nurseries and kindergartens have tested these cots and recommend them . . . Use the Inquiry Card or write to Creative Playthings, Inc. Dept. S&CM-403G, 867 Madison Ave. New York 21, New York.

A FILM for school maintenance staffs entitled "Scientific Floor Sealing" is being offered on a loan basis by Huntington Laboratories, Inc., Huntington, Indiana. The 29-minute film demonstrates step-by-step scientific methods for caring for wood floors. It shows how to prepare the floor for sealing, how to apply the seal, and how to remove old seals quickly. It can be obtained on request to the Huntington Laboratories or to any Huntington district representative.

MANUFACTURERS' LITERATURE

Consult SCHOOL AND COLLEGE MANAGEMENT Product Information, page 25. Use the postage-free Inquiry Card; indicate key number of item about which you want further details.

Shop Machine S&CM-475G

"The Flexible Shop," analyzes flexible shop layouts for both large and small schools utilizing the company's multi-purpose power machine. . . . Use the Inquiry Card or write to Magna Engineering Corporation, Dept. S&CM-475G, 417 Montgomery St. San Francisco 4, California.

Masonry Protection S&CM-469G

"Protecting and Preserving Old and New Masonry with Longlife," folder . . . Use the Inquiry Card or write to Flexrock Company, Dept. S&CM-469G, 3624 Filbert St. at Cuthbert, Philadelphia 4, Pennsylvania.

Desks and Chairs S&CM-466G

"Presenting a New Approach to Seating Engineered for the Classroom," folder . . . Use the Inquiry Card or write to

Peabody Seating Company, Inc. Dept. S&CM-466G, North Manchester, Indiana.

Pencil Sharpeners S&CM-468G

"Clean Cut Facts," Boston pencil sharpener catalog . . . Use the Inquiry Card or write to C. Howard Hunt Pen Company, Dept. S&CM-468G, Camden 1, New Jersey.

Wood Construction S&CM-471G

"Timber for Recreational Buildings,"

booklet illustrates a wide variety of designs . . . Use the Inquiry Card or write to Timber Engineering Company, Dept. S&CM-471G, 1319 Eighteenth Street, N. W. Washington 6, D. C.

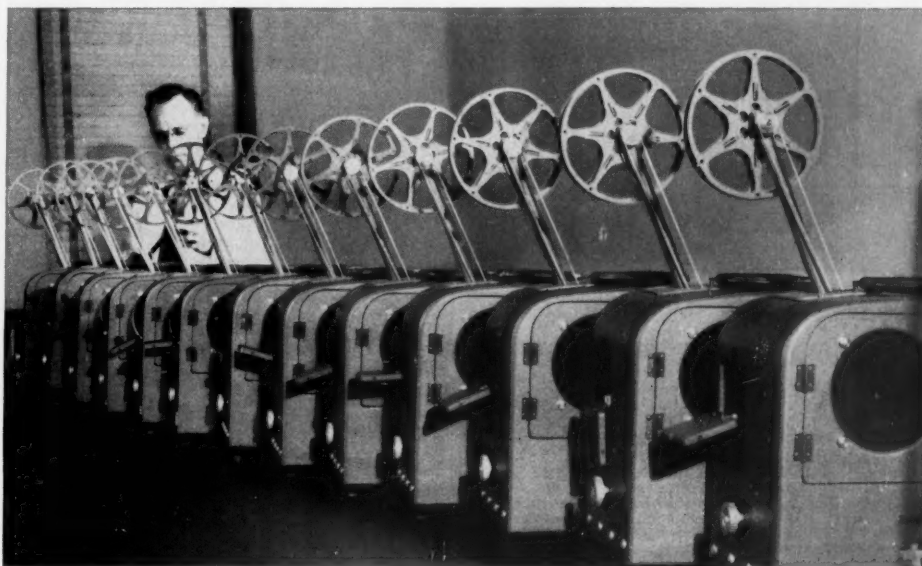
Movable Steel Walls S&CM-473G

"The Inside Story of Building Economy," booklet . . . Use the Inquiry Card or write to E. F. Hauserman Company, Dept. S&CM-473G, 6923 Grant Ave. Cleveland 5, Ohio. (Turn page)

For more facts use Inquiry Card. S&CM-34G

Filmosound

Unanimous Choice of Mason City* Schools



*Mr. Lyell Moore, director of curriculum and audio-visual education, Mason City, Iowa public schools, inspects 13 Bell & Howell FILMOSOUNDS recently purchased for use in that progressive city's school system.

Audio-visual education is no newcomer to Mason City, Iowa public schools. It has been used with marked success since 1940.

Some measure of the faith with which Mason City school officials view audio-visual education is evidenced by their recent purchase from Decker Bros., Inc., Mason City, of 13 Bell & Howell FILMOSOUNDS—one for each building in the city's fine public school system!

We salute these progressive school officials. Their determined effort to keep Mason City schools in the forefront with the most modern teaching techniques and tools deserves highest praise from alert educators and parents everywhere.

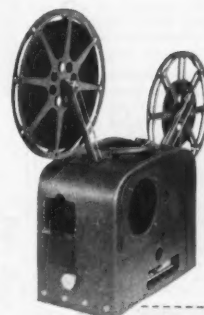
For your own school needs, investigate Filmosound. Pictures are truly life-like, brilliant. Sound is natural and undistorted. Filmosound gives you most hours of dependable, trouble-free performance. And it's completely suited to small classroom or big auditorium use. Consult your nearby Bell & Howell representative. He is trained to serve you.

Guaranteed for life. During life of the product, any defects in workmanship or materials will be remedied free (except transportation).

*One in a series of Bell & Howell advertisements saluting educators and their use of modern audio-visual education in the public, private and parochial schools of America.

You buy for life when you buy

Bell & Howell



Single-Case Filmosound for 16mm sound or silent film. Safe-Lock sprockets guard film, make threading easy—governor-controlled gear drive—natural, flutterless sound—perfectly aligned optical system for maximum illumination. Weight 35½ pounds. Built-in 6-inch speaker operates within the case or removed from it. Larger separate speakers available for single or multiple use. With 6-inch speaker only, \$449.95.

Price subject to change without notice.

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Now for
FREE
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Bell & Howell Company
7123 McCormick Road, Chicago 45, Illinois

Please send me your free booklet "FREE FILM SOURCES." I understand this places me under no obligation.

Name _____

Street or R.F.D. _____

City _____ Zone _____ State _____

(Continued from page 31)

New Buses S&CM-472G
"Only Wayne Proudly Presents the Ultra New!" booklet featuring safety and construction details of three school buses . . . Use the Inquiry Card or write to Wayne Works, Dept. S&CM-472G, Richmond, Indiana.

Cold Water Equipment S&CM-465G
"Chilled Water for Modern Food Service," booklet . . . Use the Inquiry Card

or write to Filtrine Manufacturing Company, Dept. S&CM-465G, 53 Lexington Ave., Brooklyn 5, New York.

Motor Generator Sets S&CM-474G
"General Electric Educational Equipment," Bulletins GEC-743, GEC-744, GEC-745, GEC-747, describe 19 rotating machines for instructional purposes . . . Use the Inquiry Card or write to General Electric Company, Dept. S&CM-474G, Schenectady 5, New York.

Easy Action Doors S&CM-467G
"Ellison, the Balanced Door," booklet . . . Use the Inquiry Card or write to Ellison Bronze Company, Inc. Dept. S&CM-467G, Jamestown, New York.

Kitchen Units S&CM-476G
"Exciting Adaptations!" equipment for home economics classroom, laboratory, and shop . . . Use the Inquiry Card or write to Mullins Manufacturing Corporation, Dept. S&CM-476G, Warren, Ohio.

For more facts use Inquiry Card. S&CM-356

Simplifies Administration



Rauland Low-Cost S24 Intercommunication System for the Smaller School

The RAULAND Model S24 System is designed for application where voice communication is the primary facility desired. This system offers ideal low-cost two-way intercommunication for supervision of all school activities. It is an indispensable tool for efficient school administration.

Capacity Up to 24 Rooms. The S24 System is available with facilities for intercommunicating with 12 or 24 rooms. An ALL-CALL feature permits simultaneous paging through all room speakers by the operation of a single switch; an invaluable feature for Emergency supervision.

Simple Operation. Announcements, speeches and other voice transmission can be made by microphone to any or all room speakers, as desired. Incoming and outgoing volume controls are provided for adjusting volume to and from rooms.

Radio and Phone Provision. To achieve added versatility and usefulness, the S24 System has provision for connecting external radio or phonograph, permitting the distribution of radio or recorded programs to room speakers. Speech origination from any room to the master unit is also possible. The S24 System is attractively housed in a compact metal cabinet suitable for table or desk installation.

The low-cost RAULAND S24 System offers unusual intercommunication facilities, superb tone quality, and complete trouble-free dependability. Write us today for full details on the S24 System, and for information on the complete line of RAULAND Centralized Sound Systems for schools.

RAULAND-BORG CORPORATION
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Rauland
SOUND • INTERCOMMUNICATION

For more facts use Inquiry Card. S&CM-36G

Your Logical Choice! MEDART GYMNASIUM EQUIPMENT

THE *Quality* LINE
MEDART

—most complete single source
for gymnasium equipment

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BASKETBALL BACKSTOPS
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Acceptance of Medart Equipment by thousands of leading schools and colleges—its use in Olympic Games and championship meets—has been earned because of superior design, skillful craftsmanship and fine quality that meets or exceeds every Official Standard. These, and 78 years of experience, are the "plus" values built into every unit of Medart Equipment—values that make Medart your logical choice!

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NEW AUDIO-VISUAL EQUIPMENT

Consult SCHOOL AND COLLEGE MANAGEMENT Product Information, page 25. Use the postage-free Inquiry Card; indicate key number of item about which you want further details.



Strip Film Projectors S&CM-453G
If your school needs either a top-notch, budget-priced strip film projector or a combination slide and strip film projector, you'll want to see the new Viewlex models. They are guaranteed for a lifetime.

The combination slide and strip film projector, shown above, accommodates single and double frame strip film and all types of 2 x 2-inch slides, in either color or black and white. It cannot tear or scratch the film. A light-multiplier optical system practically doubles the effective wattage of the lamp and floods the screen with brilliant light. Flat-field projection provides clear, sharp, distortion-free images right out to the edges of the screen. Such features as fingertip tilt control, instantaneous framing, needle-sharp focusing, and a twin-action slide carrier make operation easy. A fan-cooled motor is available. . . . Use the Inquiry Card or write to Viewlex, Inc. 35-01 Queens Blvd. Long Island City 1, New York.



Slide-Filmstrip File S&CM-451G
It's easy to organize and utilize your 2 x 2 slides and filmstrips when you use

For more facts use Inquiry Card. S&CM-38G

FREE Guide to Bronze Tablets

200 Designs

Free 48-page brochure, with 200 illustrated suggestions for moderate priced solid bronze signs, nameplates, awards, testimonials, honor rolls, memorials, markers. Write for Brochure A.

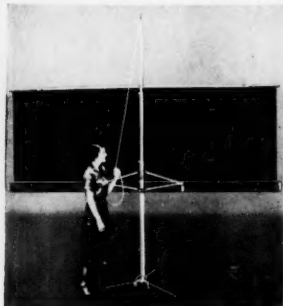
For trophy, medal, cup ideas write for Brochure B.

INTERNATIONAL BRONZE TABLET CO., INC.

Dept. 27
150 West 22 St.
New York 11, N.Y.

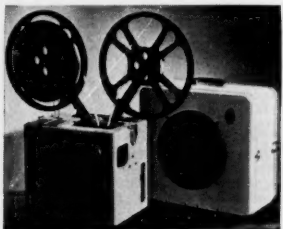
the Standard filmstrip and slide library plan. This consists of one or more all-steel cabinets fitted for slides alone, for both slides and filmstrips, or for filmstrips only.

When all 6 cabinet drawers are fitted for slides, there are individually numbered and titled compartments for 1,152 glass slides or 3,456 readymounts. Each drawer has 6 lift-out, magazine-type plastic slide files. Each slide file holds 32 2 x 2's or 96 readymounts. Each tray file is numbered by drawer, which in turn is labeled A to F. A hinged index card permanently attached to each tray file flips up and out for easy reading . . . Use the Inquiry Card or write to Standard Projector and Equipment Company, Inc., Dept. S&CM-451G, 205 W. Wacker Dr. Chicago 6, Illinois.



Wall Screen Stand S&CM-450G

With the new Sky-Lift, schools can use a large-size screen even where a permanent installation is impractical. This strong, lightweight screen stand converts wall and ceiling screens up to 12 x 12 feet in size to tripod or platform models. The cradle which supports the screen case can be adjusted to any height up to 5 feet from the floor. Screen fabric can be raised to a height of 14 feet by use of rope and pulley. The 20-pound stand folds compactly for carrying and storage . . . Use the Inquiry Card or write to Radiant Manufacturing Corporation, Dept. S&CM-450G, 2627 W. Roosevelt Rd. Chicago 8, Illinois.



New Projectors S&CM-454G

Three new Victor 16-mm. sound motion picture projectors, each designed to fit specific school audience requirements, are now available. They are the Lite-Weight, Sr. (model 56-4), the Escort (model 60-10), and the Sovereign (model 60-25). All incorporate a newly designed amplifier, an improved optical system, and many important mechanical innovations.

The Sovereign, shown above, is designed to meet maximum portable projection requirements, and has an amplifier adequate for large auditoriums and outdoor use. It is equipped with safety film trips and 180-degree swing-out lens. The separately cased 12-inch speaker comes in nonresonant, tempered aluminum case with green wrinkle finish. . . . Use the Inquiry Card or write to Curtiss-Wright Corporation, Victor Animatograph Corporation, Dept. S&CM-454G, Davenport, Iowa.

Sound Recording Tape S&CM-452G

Here's a fine new magnetic sound recording tape that has a wide dynamic range. It can record the highest fidelity modern recording mechanisms can impress. One of the outstanding features of this Panacoustic brand tape is its interchangeability with other standard tapes. It has a long life and will withstand hard usage. Deterioration, or brittleness, is negligible during long periods of storage. All types of Panacoustic tape are wound

on heavy, six-spoke plastic reels. They are boxed in storage containers with forms for listing recording information . . . Use the Inquiry Card or write to U.S. Recording Company, Dept. S&CM-452G, 1121 Vermont Ave. N. W. 5, Washington, D. C.

HARVARD University plans to make a film presenting various aspects of student life, in cooperation with March of Time.

MID-YEAR commencement exercises at Schenley High School, Pittsburgh, featured colored slides demonstrating class accomplishments, reports *Education Summary*. The program was developed around the theme, "Wise Use of Leisure Time." Two students gave short speeches on the development of hobbies. Then, accompanied by comments from a student in the graduating class, transparencies of work produced in the art and ceramics departments were shown.

For more facts use Inquiry Card. S&CM-39G



Home Freezer necessary

in today's

**HOME ECONOMICS
DEPARTMENT**

Read what MISS VIRGINIA ROYSTER of New Haven Public School, New Haven, Indiana says:

"The Home Freezer is a necessary teaching tool in today's home economics department," says Miss Royster. "It not only instructs students in the proper use of this appliance which so many of them now have in their homes, but allows more ambitious programs. I wouldn't want to be without a Home Freezer in my home economics laboratory."

To serve your community best, your school must keep up with the times. It should have an Electric Home Freezer as part of the equipment in its home economics laboratory.

The investment is moderate, and installation is simple. The freezer is easily installed anywhere to fit your laboratory plan, and may be plugged into any convenience outlet, the same as that used by an electric refrigerator.

For further information about the Electric Home Freezer as it applies to your school, consult with your local electric service company or appliance sales organization—or write to any of the manufacturers whose brand names are listed below.

FREE COPY OF FREEZER MANUAL

Mail this coupon for FREE copy of "THE HOME FREEZER WAY TO BETTER HOME MANAGEMENT." This is primarily a manual for the teaching of home freezing, but it will give you an idea of the possibilities of this all-important subject in your school's curriculum. Pass it along to your home economics teacher.

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National Electrical Manufacturers Association
155 East 44th Street, Dept. SM-2
New York 17, N. Y.

Please send me FREE copy of manual, "The Home Freezer Way to Better Home Management."

Name.....

Street & No.....

City.....Zone.....State.....



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Home Freezing
without
a Freezer!**

...of course, it's **ELECTRIC!**

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SANITARY • SEEGER • STEINHORST • WESTINGHOUSE

MINNESOTA wants to share its recorded teaching materials with other states. Its state department of education has offered to make master recordings of some 800 programs for any one agency in a state. In turn, that agency would have to duplicate recordings for local schools on magnetic sound tape. Interested states must act before June 30, 1951, at which date Minnesota's grant for experimenting with "tapes for teaching" will come to an end.

For more facts use Inquiry Card. S&CM-40G

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Join ONE 1/32" pin-hole size faucet LEAK MUSHROOMS into ATOMIC WASTE of approximately 74,000 gallons of water yearly—COSTING:

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If a hot water faucet, then actual FUEL WASTED heating 74,000 gallons costs approximately:

\$27.65 if coal (7,900 lbs.)
\$38.00 if oil (633 gals.)
\$50.43 if gas (67,500 cu. ft.)

STOP this needless WASTE during today's MATERIAL and MANPOWER shortages with "SEXAUER" "Easy-Tite" that outwear ordinary faucet washers 6-to-1, thus SAVING labor on REPEAT repairs, PLUS water and fuel, while prolonging the life of SCARCE fixtures.

PAT'D. "EASY-TITE" FAUCET WASHERS

... a modern laboratory triumph, are compounded from du PONT NEO-PRENE instead of rubber—to withstand DESTRUCTIVE HEAT common in present-day super-heating water systems—that formerly broke down washer's structure (tested to withstand 300°F.).

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16-mm. Educational Films

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S&CM-301G—Vienna Art Treasures. 4 reels. Color. Lifetime lease—\$245. Rental—\$25. National Film Distributors, Dept. S&CM-301G, 112 West 48 St. New York 19, New York.

The art treasures from the famed Hapsburg collection, which were recovered during the Allied occupation from the salt mines where the Nazis had hidden them, were sent on a nationwide tour of the United States by the Austrian government. Nineteen of these masterpieces, including works by Rubens, Rembrandt, Titian, Vermeer, and Velasquez, have been woven into a beautiful film. An excellent commentary, narrated by Basil Rathbone, gives background information and short descriptions of the paintings.

S&CM-302G—And Then There Were Four. 25 min. Loan. Produced by Socony-Vacuum Oil Company, Inc. Available from Modern Talking Picture Service, Inc. Dept. S&CM-302G, 45 Rockefeller Plaza, New York 20, New York. This traffic safety film relates what happens to five ordinary people who start out one day in their automobiles, following their normal routines. Each is just an average driver, a little careless at times, but not especially reckless. They are a salesman, a widow, a truck driver, a doctor, and a boy who owns a "hot rod." As the title implies, one does not

return home that night; carelessness in traffic catches up with him. The story is narrated by film star James Stewart. For senior high-school and college levels.

S&CM-303G—Pipeline. 22 min. Color. Loan. Shell Oil Company, Dept. S&CM-303G, 50 West 50 St. New York 20, New York.

The saga of the pipelines that carry oil hundreds of thousands of miles across this country is told. The hardships involved in building one such line and the techniques used to accomplish the task make an engrossing story. The highly skilled crews who work under difficult conditions are a big part of the story.

UNITED World Films, Dept. S&CM-G, 1445 Park Ave. New York 29, New York, presents the last two films in the series, "The Earth and Its Peoples." For geography and social studies classes from junior high school up. 18 min each. Sale—\$100. Rental—available from film libraries.

Building a Nation (Israel). S&CM-310G. A factual account of life in this new nation. The film shows how an old culture is changing under the impact of modern technology. Old methods of farming are giving way to mechanized farming and modern irrigation. Big cities, bustling with commerce and trade, are very different from ancient cities where religion held sway. The different cultures of the Jews and the Arabs are also contrasted.

An Island Nation (Japan). S&CM-

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311G. A summary of the economic, social, and agricultural conditions which exist in this over-populated country. The narration is done by a Japanese girl, who first describes life in the large cities where the people toil in factories. She then visits a farm and works there, describing the difficulties involved in farming. The film emphasizes the great problems faced by a nation which has to support a huge population in a country of limited resources.

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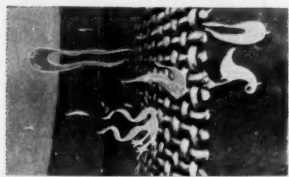
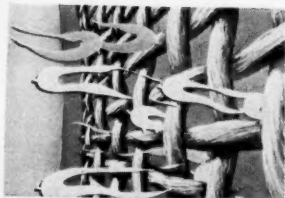
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S&CM-300G—Close-Up of Nylon. 22 min. Color. Loan. Nylon Division, Dept. S&CM-300G, E. I. du Pont de Nemours and Company, Wilmington 98, Delaware.

The film deals with the properties of nylon when used in fabrics alone or in combination with other fabrics. Featuring retail store scenes and the problems of salespeople and buyers, it answers many questions raised by customers at the counter. It is useful for general consumer education, home economics classes, and for training sales personnel.

ALMANAC Films, Inc. Dept. S&CM-G, 516 Fifth Ave. New York 18, New York, presents a film series on science and nature subjects called "Kieran's Kaleidoscope." Commentary is by John Kieran. 1 reel each. Sale—\$45 each. Rental—available from film libraries. Here are 10 titles in the series:

Action and Reaction. S&CM-324G.

How animals react to foreign stimuli.

Ant City. S&CM-325G.

Beauties on the Beach. S&CM-326G.

Habits of odd birds who breed near water.

Bird Control. S&CM-327G. How birds rid us of pests.

Can Animals Think? S&CM-328G.

Eclipse. S&CM-329G. A total eclipse of the sun.

Eyes under Water. S&CM-330G.

Strange life that exists on the floor of the ocean.

Giant Beetles. S&CM-331G.

Liquid Air. S&CM-332G. The manufacture and uses of liquid air and other gases.

Miracle of Life. S&CM-333G. Microscopic photography examines the mystery of cell development.

S&CM-321G—Palmour Street. 24 min. Sale—\$50. Health Publications Institute, Inc. Dept. S&CM321G, 216 N. Dawson St. Raleigh, North Carolina.

A film study of family life against a Negro background. A series of ordinary incidents affect the behavior of the four young children in the family. Their emotion patterns are established early in life and are very strongly influenced by the actions of the adults around them. The principles on which sound family life can be built are applicable to any family.

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engravings, and drawings show how the old conception of world geography was altered by the great discoveries of the century.

Eighteenth Century England. S&CM-358G. Color. 51 frames. The social climate which saw the emergence of the Industrial Revolution is delineated by glimpses of famous characters, places, and events that helped form the history of that period.

Emerson's New England. S&CM-359G.

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S&CM-361G — Bulletin Boards at Work. 42 frames. Teaching guide included. Sale—\$3. A correlated set of 10

slides size 2 x 2. Classroom Bulletin Boards, is also available. Sale—\$4. Filmstrip and slide set can be purchased together for \$6.75. Audio-Visual Materials Consultation Bureau, Dept. S&CM-361G, Wayne University, Detroit 1, Michigan.

The filmstrip is designed for pre-service and in-service teacher training programs. It demonstrates the value of the bulletin board as a teaching tool. The effectiveness of the board is determined by how well-planned it is in idea, layout,

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New Audio-Visual Aids

(Continued from page 35)

and utilization. Actual bulletin boards are shown, and many ways for developing boards and using them with classes are suggested.

YOUNG America Films, Department S&CM-G, 18 East 41 Street, New York 17, New York, presents six filmstrips that comprise Set No. 1 in the

Products and Industries series. Each filmstrip tells the complete story of an important product or industry—where the raw material for the product comes from, how it is processed or manufactured, and the many uses made of it. For elementary and high-school geography and social studies classes. Sale—\$3.50 each; \$16.50 set of six.

How We Get Our Aluminum. S&CM-351G. 46 frames.
How We Get Our Coal. S&CM-352G. 41 frames.
How We Get Our Copper. S&CM-353G. 42 frames.
How We Get Our Cotton. S&CM-354G. 44 frames.
How We Get Our Iron and Steel. S&CM-355G. 40 frames.
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Tom Jeffords talks peace with Apache chief Cochise in new filmstrip "Broken Arrow"

S&CM-350G — Broken Arrow. 110 frames. Teaching guide included. Sale—\$5. Films, Inc. Dept. S&CM-350G, 330 West 42 St. New York, New York.

This is a digest for classroom use of the significant historical and social values of the excellent motion picture of the same name. The narrative is about the efforts to establish peace with the Apache Indians, whose leader was the famous chief, Cochise. Emphasis is placed on the honorable fashion in which the beleaguered Indians sought to come to a peaceful settlement with the often hostile whites. For study of frontier life and Indian culture in elementary grades.

S&CM-360G — George Washington Carver. 72 frames. Color. Sale—\$6. Artisan Productions, Dept. S&CM-360G, Box 1827, Hollywood Station, Hollywood 28, California.

A documentary on the life of the great Negro scientist. The filmstrip shows how he devoted years to ceaseless research to develop new products from the peanut crop. For elementary through high-school grades.

S&CM-363G—Enter the Baby Sitter. 39 frames. Teaching guide included. Sale—\$3. Baby Development Clinic, Dept. S&CM-363G, Visual Education Department, 1027 Merchandise Mart, Chicago 54, Illinois.

This filmstrip depicts the recommended procedure of preparing children for their parents' absence and their association with the sitter. It shows how a boy scout and a teen-age girl act as sitters, planning naps, bedtime, preparing a meal, and getting their charges to bed. For junior and senior high-school homemaking classes and college home economics classes.

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For Administrators

The Community College. By Jesse Parker Bogue. McGraw-Hill Book Company, Inc. Dept. S&CM-200G, 330 West 42 St. New York 18, New York. 390 pages. \$4.

A comprehensive treatment of the history, development, aims, and organization of community colleges. The different forms which the community college movement has taken are covered, but the main emphasis is on the free public community-centered two-year college offering terminal education, preparation for senior college, and adult education. The author includes plans for cooperation between community and senior institutions and presents the issues and problems which the community colleges have to solve by further pioneering and experimenting.

County Educational Leadership. Prepared by C. O. Fitzwater. Department of Rural Education, Dept. S&CM-201G, NEA, 1201 Sixteenth St. N. W. Washington 6, D. C. 19 pages. 50¢.

This is a concise summary of the 1950 yearbook of the Department of Rural Education, "The County Superintendent of Schools in the United States." It outlines the problems faced by the rural county superintendent in a rural environment that has been radically altered by technology and two World Wars. It also suggests the services and qualities of leadership the county superintendent must bring to the community for the performance of the best possible job.

Child Labor Fact Book, 1900-1950. By Florence Taylor. National Child Labor Committee, Dept. S&CM-202G, 419 Fourth Ave. New York 16, New York. 24 pages. 25¢.

This is the story of the progress made in the fight against the pernicious use of children as laborers. The work of the National Child Labor Committee in each decade of this century is related. The pamphlet gives the figures on the increase in child labor that has occurred in the last decade. There is also a summary of legislative and non-legislative measures still needed to keep youth in high school and out of full-time jobs.

Reference

Columbia Encyclopedia. Second edition. Edited by Dr. William Bridgwater and Elizabeth J. Sherwood. Columbia University Press, Dept. S&CM-206G, Morningside Heights, New York 27, New York. 2,211 pages. \$25.

This handy, one-volume reference work contains 70,000 articles, 10,000 of them new and many others revised and brought up to date. Although international subjects and personalities are carefully covered, the emphasis is on the American scene and the encyclopedia is a complete and accurate guide to the United States. It is suitable for use by high-school students as well as college students and adults.

Curriculum

Curriculum Improvement in Public School Systems. By Hollis L. Caswell and Associates. Bureau of Publications, Teachers College, Dept. S&CM-207G, Columbia University, 525 West 120 St. New York 27, New York. 462 pages. \$3; discount for quantity orders.

The first part of this extensive discussion of curriculum deals with the background material needed in order to evalu-

ate existing programs. It examines the important problems and recent developments in the field. The second part is a detailed account of how nine school systems have developed their local programs. The book was written to help teachers, administrators, and all curriculum workers to build a program based on sound curriculum principles.

A Functional Curriculum for Youth. By William B. Featherstone. American

Book Company, Dept. S&CM-208G, 88 Lexington Ave. New York 16, New York. 276 pages. \$3.25.

A critical analysis of the "program of experience enjoyed by boys and girls in our high schools." The author analyzes the needs of youth and of society, the curriculum proper, and suggests ways in which the school can work with other social agencies in making the role of youth in society more meaningful. He then offers a functional curriculum which

includes many experiences that are not a part of traditional curricula today.

Audio-Visual

Your Filmatrip ABC'S: A Handbook for Community Groups. By Angelica W. Cass and C. Walter Stone. Film Council of America, Dept. S&CM-209G, 57 E. Jackson Boulevard, Chicago 4, Illinois. 24 pages. 35¢.

This concise manual covers the essentials about the use of filmstrips in in-

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(Continued from page 37)

formal educational activities. Utilization, selection, and care of filmstrips are discussed. Also included are lists of filmstrip producers, equipment manufacturers, and a selected bibliography of materials.

A Dictionary of Electronic Terms. Edited by Harry L. Van Velsor. Allied Radio Corporation, Dept. S&CM-211G,

833 West Jackson Blvd. Chicago 7, Illinois. 63 pages. 25¢; discount for quantity orders.

Complete Index of Educational Filmstrips. 1950-1951 edition. Filmstrip Distributors, Dept. S&CM-210G, 2338 East Johnson St. Madison 4, Wisconsin. 116 pages. \$2.75.

Over 2,000 titles are cross-referenced alphabetically and by subject and grades. The contents of each filmstrip listed are described. This source book includes filmstrips for kindergarten through college levels of teaching.

Reading

My Book House. Revised edition. Edited by Olive Beaupré Miller. Book House for Children, Dept. S&CM-212G, 360 N. Michigan Ave. Chicago 1, Illinois.

12 volumes, 2,752 pages. \$69.50; discount to schools.

Here are 773 selections for children's reading from early childhood through early adolescence. They are carefully graded on the basis of vocabulary, subject matter, and complexity of plot. Profusely illustrated, the set contains a 72-page index. Also included are a parents' guidebook on use of the volumes and an illustrated manual of creative handwriting.

NOBLE and Noble, Publishers, Inc. Dept. S&CM-G, 67 Irving Pl. New York 3, New York, presents two new literary readers.

Adventure. S&CM-214G. By Benjamin C. Willis. 373 pages. \$1.75. For grade 6. **Sport.** S&CM-215G. By Joseph Bellafiore and Norma Deming. 432 pages. \$2.25. For grade 7.

New Government Publications

Office of Education publications listed below are available from Superintendent of Documents, Government Printing Office, Washington 25, D. C. Enclose coins. Stamps not acceptable.

State Boards of Education and Chief State School Officers: Their Status and Legal Powers. Bulletin 1950, No. 12. By Ward W. Keesecker. 114 pages. 30¢.

The general purpose of this study is to show the legal organization of state school administration. It has been limited principally to administration for elementary and secondary education. The constitutional and statutory provisions which govern the work of the chief state school officers and the state boards of education in every state are summarized.

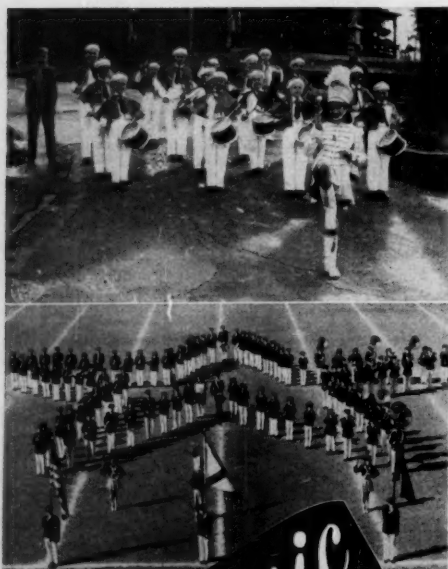
School Buildings: Remodeling, Rehabilitation, Modernization, Repair. Bulletin 1950, No. 17. By Nelson E. Viles. 37 pages. 20¢.

Suggestions on general procedures in remodeling and rehabilitating various areas of the school plant.

The One-Teacher School. Circular No. 318. By Walter H. Gaumnitz. 20¢.

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By SHIRLEY ZIEGLER

Condensed from *The Atlanta Constitution*

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There were no apples on teacher's desk for the Pinsons, no freshly sharpened pencils for planning classroom schedules and assignments in this pre-school preparation week.

The school was without locks, 97 window panes were broken, and Pinson couldn't open his office door because of the pile of dirty, discarded magazines and books that were stacked up against it inside.

They Started Scrubbing

The Pinsons didn't walk out. They sat down for a minute to catch their breaths. Then discarding all thought of planning schedules they jumped into their blue jeans, rolled up their sleeves, and started scrubbing.

Within a year the Pinsons turned the run-down, almost forgotten country school into an attractive, well-equipped and well-staffed nine-grade school. In 1948 it became an accredited elementary school for the first time in its 50 years of operation. Last year, thanks to the Pinson's progressive school program, and their ability to arouse cooperation in the community, Centerville won second place and a prize of \$750 in the Northeast Georgia Improvement Contest sponsored by the Atlanta Chamber of Commerce.

When word got around in that first week that the new superintendent and his wife were having to scrub the school floors and walls all of Centerville's 150 citizens, except the bedridden, seemed to rise up and take over. They all took a day off from work and joined in the cleanup. Two classrooms were converted into an attractive apartment for the teaching couple as there was no other place for them to live in the community.

And so it continued. Centerville has fulfilled the Pinsons' faith in it. Last year every resident gave five full days of work to the school. The school building has been painted inside and out. The community has set out shrubbery, fenced in the school lawn, wired all the classrooms, made playground equipment, reading tables and bookcases. The value of this work, which was donated free, is estimated at \$3,755.

Cleanup Spread to Community

What's more, the cleanup spread from the school to the community itself. Every Centerville home now has electricity, and most of them have gas and bathrooms.

Every mailbox now has a new coat of paint, many of the homes have been repainted and remodeled, and lawns have been graded, seeded, and cleaned up. Road signs have been put up at every crossroad. Other improvements have been made in the Negro school and church, too.

The Pinsons have wholeheartedly invested their lives in the boys and girls and citizens of this community. They have made it an example of progress for the entire state. The reason? "We believe," they say, "that the wealth of America lies not in our guns, but deep in the minds of our daughters and sons."

The school's 169 pupils have full responsibility for the daily upkeep of

the school grounds and building. They do everything from sweeping the halls to cleaning the outside toilets.

"We want our boys and girls to learn to do by doing, to think out their own problems, to assume the responsibility of the upkeep of school property so that they'll make better future citizens," says Mrs. Pinson.

And with faith and work, with the wooing and winning of a community's cooperation, the Pinsons have brought

several more advantages to Centerville's children—so that deep in their minds will be the wealth of America's way of life.

Centerville now has a dental project undertaken by the Home Demonstration Club which has given the students an admirable record of 100 percent perfect teeth. Each pupil receives a warm lunch in the school cafeteria, whether he can pay for it or not. Through a school-sponsored health checkup, all of the children have been vaccinated for the diseases

of typhoid, smallpox, and diphtheria.

Visual education was introduced into the program when seven men in the community bought a \$600 movie projector and screen for the school. A music teacher was added to the staff for the first time in the school's history. All of the teachers hold professional certificates. A new bus and bus driver have also been added. Well established 4-H and Boy Scout clubs, a 50-voice glee club, dramatic club, and rhythm band flourish.

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